


April, 1960

the AMERICAN SCHOOL BOARD JOURNAL

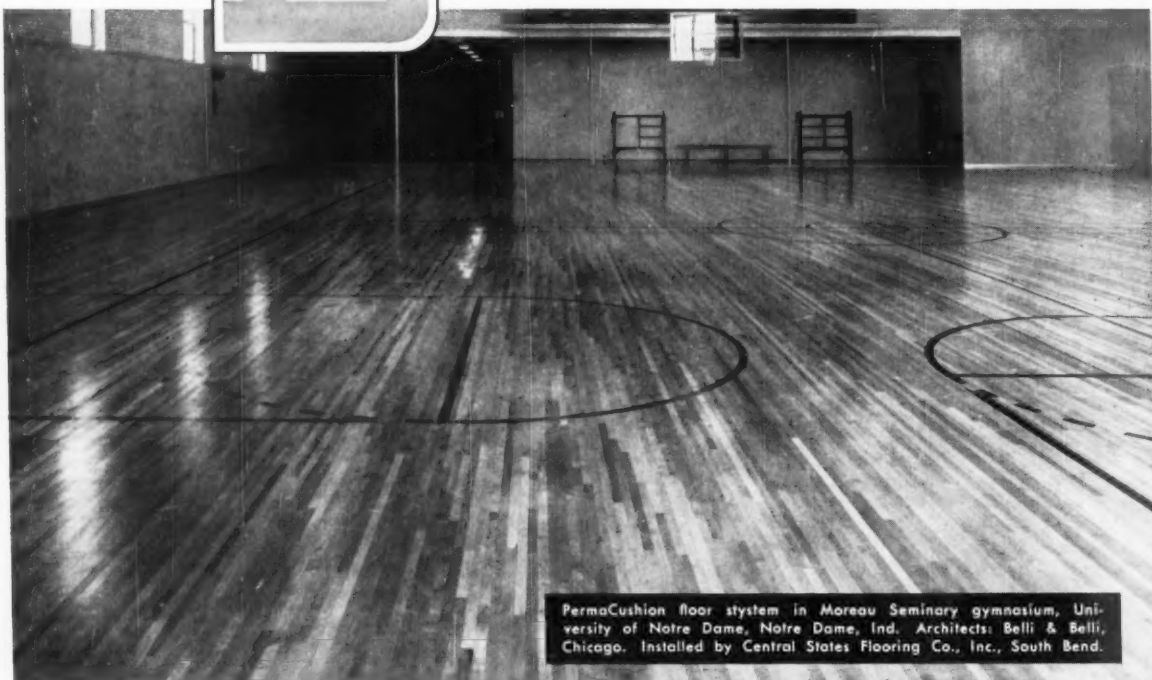
A black and white aerial photograph of the Chicago skyline. The image shows a dense cluster of skyscrapers, including the Willis Tower (formerly Sears Tower) on the right side. The city extends to the horizon, with Lake Michigan visible in the distance. The foreground shows several prominent buildings, including the Chicago Board of Trade building with its clock tower.

previewing
the NSBA
convention
in Chicago
(see page 24)

FOR



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April, 1960

Vol. 140, No. 4

The Requirements of a Tough School, Kowitz	15
Instructional Secretaries Improve Instruction, Turney	19
A Primer on Summer Schools, Rogers	21
On Student Driving, Smith	22
Previewing the NSBA in Chicago	24
Criteria for Selecting a Citizens Committee, Brown	27
The Raymond S. McLain Senior High School, Powell	28
Training School Lunch Managers, Gainey	35
The Bucks County Technical School, Novak	36
The Role of the Educational Consultant, Lawson	38
The 1960 AASA Convention	40
Word From Washington: New Federal Aid Developments, Exton	42
Your JOURNAL for April, 4	Editorials, 44
Pros and Cons, 8	New Books, 53
Surveying the School Scene, 11	Personal News, 50
NSBA Report, 12	New Products, 58
Readers' Service Section, 65	

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OUR COVER...

The cover article focuses attention on the April 24-27 convention of the National School Boards Association in Chicago. The program and highlights of the convention are outlined on page 24.



Your JOURNAL for April...

The national cry for "tough schools" in our educational systems today raises the question in the minds of many board members: "What is a tough school?" Some authorities say that a greater number of curricular units should be required for graduation; some say more hours of classes in the week; and still others maintain we should slap on extra homework.

In your JOURNAL for April, there's a comprehensive definition (pg. 15) of the tough school: (1) an introduction to the subject with a discussion of the psychological aspects; and (2) a presentation of the criteria or operational standards in the areas of students, teachers, etc. These basic thoughts will, we are sure, give you an idea of how to provide a realistic and effective "tough school" program for your students.

In addition, we are sure you'll want to read about:

1. *How instructional secretaries can improve instruction.* The part-time use of married mothers as secretaries to relieve teachers of clerical detail can prove an economical, effective device for improved instruction as the results of a study (pg. 19) prove.

2. *All about summer schools.* In the past few years, there has been an increasing interest in summer schools for enrichment and remedial work. For school districts contemplating a summer school program or for those who wish to upgrade such a program, the JOURNAL (pg. 21) presents a concise report on the advantages of the summer school program and the various types of programs now being offered.

3. *On student drivers.* A problem of national significance in schools today is that of high school drivers. Many studies have been made on aspects of this subject, and, although nothing has as yet been proved, the results of the studies point out certain significant relationships involved in car ownership and the behavior of high school students. See the results of one of those studies (pg. 22) in this month's issue of the JOURNAL.

Don't forget to take a look at the regular departments, too — especially the report on the AASA convention (pg. 40) held in Atlantic City.

for May...

Annually, the most valuable data on the directions teacher supply and demand are taking is the NEA research department's yearly report. Dr. Maul has written an advance summary of the 1960 findings which promises to be the most reliable picture of what the situation will be this fall.

The Editor



Why Johnny Can't Write . . .

He usually has trouble, psychologists say, right at the start—just in adapting his uncoordinated fingers to holding a pencil. TRY-REX helps to overcome this basic difficulty, because it is the pencil with the orthodigital shape that fits naturally, easily into the fingers, even of the very young. Older pupils benefit too because the greater control they are able to exercise helps to improve their writing. Try one yourself and you'll agree.

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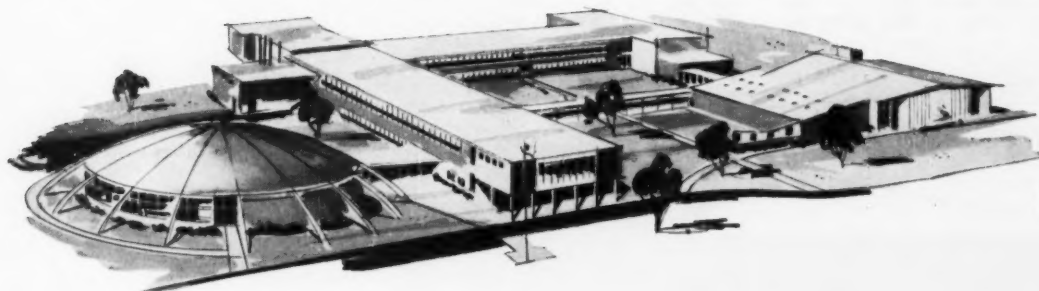
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PROS AND CONS

an "open forum" for your views
on the school scene

on buying kitchen equipment

I have read with amazement the article, "We're Wasting Money on Kitchen Equipment," by Thomas J. Farley which appeared in the January, 1960, issue of THE AMERICAN SCHOOL BOARD JOURNAL.

Mr. Farley first states that it is a rare architect who knows anything about the

program. In our state it is the reverse of this statement that is true. We know this because we have seen to it that they know. Nearly every architect in our state does their own kitchen planning with our assistance. . . . The same is true of most all equipment companies that do business with our schools.

Neither can we agree with Mr. Farley that no thought is given or preparation made for further growth of programs. This is given careful consideration in every instance of our planning and has been for many years.

We nearly agree with Mr. Farley that steam tables have no place in school lunch programs. However, there are a few exceptions so we could not go all the way with him. The same is true regarding tray railings, bun warmers, water fountains, ice

pits, and ice cream cabinets. We would not, however, agree to the elimination of the sneeze guard.

Mr. Farley surely did not check his statements in regard to eliminating the sneeze guard with any reliable sanitarian nor make any reliable research himself in regard to what happens to food that is not protected from children breathing and coughing over it.

Likewise, Mr. Farley does not have a very good conception of how serving counter can be economically constructed and provide a much better service than he describes. For only a few cents a section of the counter can be constructed so as to be adjustable to the height of containers from which food is served. Contrary to his statement, all foods should not be prepared in exactly the same pans and they need not be transferred to such pans for serving. Counter can also be constructed to provide for trays being slid along the counter behind the sneeze guard very rapidly by the workers. This necessitates a wider counter than Mr. Farley describes but would require less length and, I'm sure, would be less expensive. It also provides better storage area beneath it.

Mr. Farley also recommends elimination of the milk cooler on the apparent assumption and approval of every school having a walk-in refrigerator. This is in an article in which he is supposedly concerned about wasting money. Few, if any school lunch programs can justify walk-in refrigerators. Refrigerating aisle space, crates, school milk bottle trays and vegetable trimmings is not in the category of economy. With today's methods of buying, transportation and excellent reach-in refrigerator facilities walk-in refrigerators should be found in very few schools.

We would agree 100 per cent with Mr. Farley regarding his oven and steam cooking recommendations if space and finances permitted. Since they do not, we must also take exception to the extent of making exceptions when necessary. In some of our schools a 40 gallon steam kettle would be as out of place as stack ovens in a home. We have 20 gallon kettles in some schools but even they are too large for some other schools.

Allen A. Elliott

Director, School Lunch Services,
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High School, Payson, Illinois

Architects: Hafner, Hafner and Stranckmeyer,
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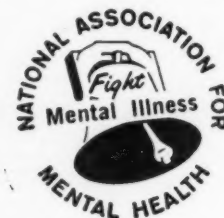
an architect for the Dedham High School

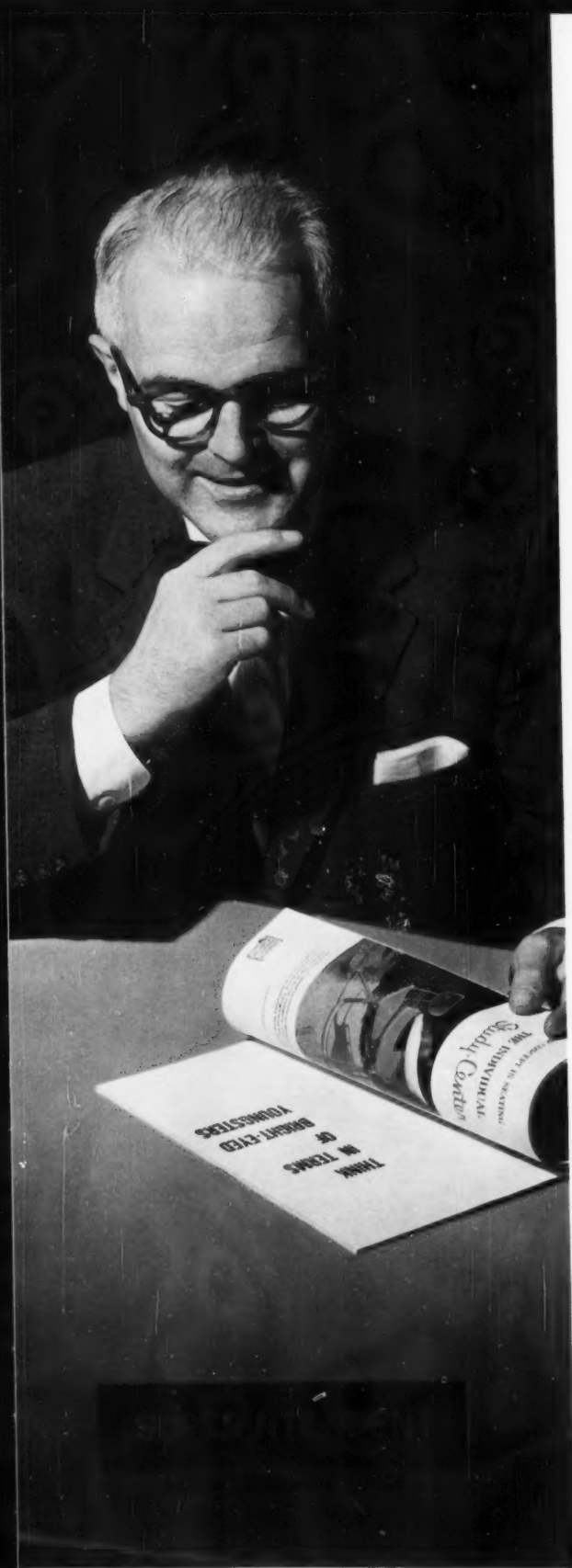
May we direct your attention to the article in the January issue of your journal wherein you offered a fine pictorial and narrative presentation of the new high school in Dedham, Massachusetts.

We fail to note, however, any mention made as to the identity of the architect, the M. A. Dyer Company of Boston, Massachusetts.

Fred A. Dyer

President, M. A. Dyer Company





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SURVEYING THE SCHOOL SCENE

BOARD INCREASES EXECUTIVE SESSIONS

In New York, N. Y. The board of education, in order to give more time to policy matters, has voted to increase the number of executive sessions.

Under a plan proposed by President Charles H. Silver, the board will schedule one or more additional executive sessions between those normally devoted to policy matters; the normal executive sessions will continue to be divided between discussions of calendar items and off-calendar policy matters.

Under the previous plan, much of the time of the executive session was taken up with nonpolicy problems which, under state law, had to be approved by the board at a public meeting. The rapid growth of the school system has rendered obsolete the traditional operating procedures of the board. Recent surveys and studies, initiated by the board, have emphasized the need for more expeditious operating methods. The board has requested legislative action to streamline its operations by delegating many administrative matters to the superintendent, such as preliminary plans and specifications for school buildings and minor contractual details.

STUDENT LOAN STATISTICS

According to a statement by Arthur S. Flemming, Secretary of Health, Education, and Welfare, the total number of loans made by the student loan program under the National Defense Education Act prior to June 30, 1959, was 27,683. The total number of loans made or committed between July 1 and October 31, 1959, was 68,158, and the total funds loaned or committed from the beginning of the program through October 31, 1959 was \$43,962,095.

The Federal Government has now contributed a total of \$60.5 million to student loan funds, and participating institutions have added to this amount nearly \$7 million from their own resources, according to the statement.

NEW SCHOLAR-TEACHER PLAN

The University of Chicago's Graduate School of Education is establishing a new graduate program that should end two complaints:

1. That many teachers are skilled in in-

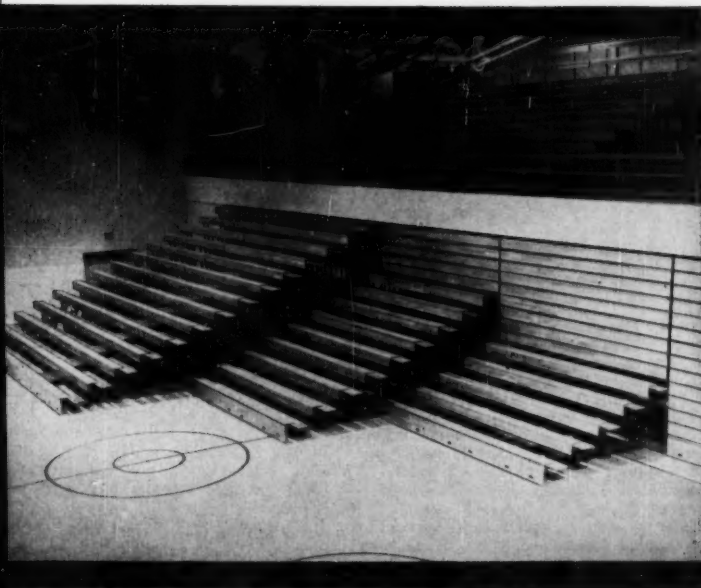
(Concluded on page 46)



"It's not the school that bothers me.
... It's the principal of the
darn thing."

SCHOOL BOARD JOURNAL for APRIL, 1960

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N. S. B. A. REPORT

NSBA to Award Three Fellowships at 1960 Convention This Month

PETER PROUSE

Associate Executive Director

On the morning of April 25, at the first general session of its 1960 annual convention, the National School Boards Association will announce the names of the recipients of the three NSBA Fellowships which have been established to permit promising future administrators and educators to complete a doctoral program while studying the problems and issues of school board leadership of American public education at close hand.

Each of the NSBA Fellowships will carry annual stipends of \$5,000. Since the announcement some months ago of the first NSBA Fellowship, established by joint con-

tributions of Northwestern University and the NSBA, grants from the Cecil B. de Mille Trust Fund and from the United States Steel Foundation have made possible the adding of two more NSBA Fellowships to the competitive lists.

Since the date of the first announcement of the availability of an NSBA Fellowship, 157 requests for applications and filing instructions have been received by NSBA headquarters in Evanston, Ill. Deadline for filing was March 15th; since that date the NSBA's Committee on Fellowships has been engaged in screening and judging applications. The general high

quality of applicants is making the selection process a most difficult one.

Study at Northwestern and Oregon

The NSBA plans to continue its efforts to solicit funds for the establishment of additional fellowships at various universities in the nation. Because of the newness of the Fellowship Program, however, and the opportunity which the proximity of NSBA headquarters to the Northwestern University campus affords for NSBA Fellows to acquire valuable in-service experience through participation in NSBA headquarters activities, the De Mille NSBA Fellowship as well as the Northwestern-NSBA Fellowship have been designated for doctoral study at Northwestern. In this way, NSBA leaders will be enabled to evaluate the Program both from its own and from the students' standpoints. The United States Steel NSBA Fellowship, at the instruction of the donor, has been established for study in the School of Education at the University of Oregon.

In correspondence received by the NSBA following its first announcement of the Fellowship Program, some confusion was evident regarding whether successful applicants would be permitted to select any university of their choice for the completion of the doctoral program. Both the objectives of the Program, as well as the policy of many funds and foundations which are potential donors to designate specific universities in funding fellowships (in order to acquire geographical distribution of their support), preclude a policy of open selection by the student. The NSBA hopes to establish future Fellowships at universities located near head-

(Concluded on page 56)



Enfield Elementary School, Enfield, N. Y.

Architect: Richard Metzger, Ithaca, N. Y.

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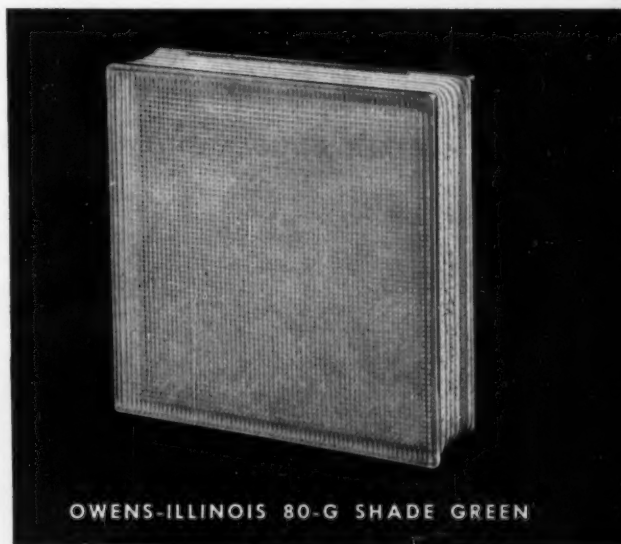
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Firestone

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April, 1960

The Requirements of a Tough School

GERALD T. KOWITZ

Division of Research
New York State Education Department

how your board can provide a "tough" program . . .
For boards responding to **demands for hard schools**,
here's a discussion of the **psychological aspects**
of such a program with a definition of the **five criteria**
or operational standards necessary

Descriptions of and demands for a tough or a hard school are increasingly common in literature today. Most of the definitions are primarily descriptions of end-product requirements. Thus, we find one person suggesting that the need is to raise the number of curricular units required for graduation. Another suggests that more hours of class per week should be required of the students. Also commonly included is a requirement of homework. Others suggest higher standards of student behavior, not only in terms of his academic performance but in terms of his personal conduct, his dress, grooming and his personal relations with his teachers and fellow students.

In surveying the broad catalog of definitions, one often comes away with the impression that the tough school is simply one that requires more of everything. Such an approach, of course, quickly extends beyond the limits of practicality and

reaches the point of absurdity.

It is obvious that any human activity can be performed in an efficient and excellent fashion or in an inefficient and slovenly manner. The mode of performance is quite unrelated to the prestige assigned to the activity. Whether it is the necessary though humble sanitation work in a community, such as the removal of garbage, or the high prestige activities of investment counseling or scientific investigation, it will be performed somewhere in a range from excellent to slipshod. Thus, the goal of the tough school is not one that is limited to the so-called hard or academic subjects. A careless performance in shop work is just as unacceptable as one in algebra. The concern of the tough school should be not merely with kind and quantity but also with quality, the acceptable limits of performance. It involves facing reality rather than seeking explanations which too often

border on excuses. This reality is the very hard fact that the profit from an activity is proportional to the rigor with which the rules are followed.

At one time the acceptable limits for academic work were stated in terms of absolute expectations such as "perfect" scores and "perfect" papers. In the modern world of advanced scientific theory with its inevitable recognition of indeterministic limits, there are few who would speak in such absolute terms. Instead, these are recognized for what they

are, man-made artifacts which as often as not are contrary to the goals of the quality school since they focus attention upon arbitrary standards which are only distantly related to the desired goals.

Limits of Performance

The goal of the tough school is to insure a maximum, efficient performance. There is perhaps a greater danger and abhorrence of the mediocre than there is of the minimum. This is true because it is easy to distin-

guish the poor from the good but as the quality improves, the discrimination becomes more difficult. In order to preserve the standards of top quality, increasing rigor is required if one is to distinguish between a mediocre job and a good one.

In general, the concern over the lower limits of acceptable performance is based upon the fear that slipshod performance is a first step in complete deterioration and decadence. This focus of fear is frequently the splitting point between those who

5 criteria for operating the tough school

The operational requirements must be recognized in two phases. On the one hand there must be a concern with standards that are realistic and obtainable. On the other hand, equally important, there must be safeguards so that these do not place the student in danger of collapse from overwork or destruction from complete failure. Within these limits, however, the standards must be defined and steps must be taken to insure that the student's work will approach the upper limits of quality.

The Students

The first problem of the tough school is to establish groupings of students which match the program expectations. A program can only be as tough as the students. When it becomes greater than this limit, trouble in the form of overwork and catastrophic failure can result. From this principle it becomes apparent that the school may have to devote a goodly share of its time to developing a student who can survive in a tough program. Certainly in a society where school attendance is required and where it is recognized that efficient work is necessary, and sloppy work cannot be tolerated, we simply cannot afford to work only with those who, by the lucky accidents of na-

ture, come to school with the toughness required by the program. We cannot simply scrap those who are inadequate to meet the program. Programs must be developed to insure that each person can work up to his maximum. This can be left neither to chance nor to the stumblings and fumbblings of the yet immature individual.

The Goals

Closely related to the problem of developing students for the program is the need for adequate conception of the goals. It is not enough to define merely the end-products. It is necessary also to think in terms of the processes for arriving there. One of the problems of current concern in terms of the academic achievement is that while we know how to secure rather successfully a regurgitation of facts from the student, there appears to be a need for something beyond this that may be properly described as a theory of knowledge. Acquisition of facts does not guarantee knowledge. Knowledge is the development of a large class of potential reactions so that any specific stimuli can be played against the array and the most appropriate reaction in terms of the total situation can be selected. It is not to be confused with the through transmission of a specific stimulus-response connection. Thus, in the school where the teacher requires simply a repetition of the presented material, the straight transmission reaction is all that will be acquired by the student. To develop knowledge, it is far more important for students to learn from the example than for them to simply repeat it. Sheer imitation of specifics will not result in the desired range of knowledge.

The Teachers

The third requirement of a tough

program is to have teachers who are as tough as the program. In the first place they must have a store of knowledge, not just a catalog of facts to be presented to the students who will then repeat them on command. Second, they must be well adjusted, free, whole persons who can not only survive the school day but enjoy the interaction with the students. Each must have a realistic view of himself so that he can assess the ability of his students and aid them in developing a greater capacity. Thus, the teacher must venture beyond the mere transmission of facts into the development of knowledge and into the study of the students as individual persons. He must assist them to develop as persons with the capacity to do productive work as well as to acquire specific facts. Finally, the staff of the tough school, teachers and administrators alike, must view their work as a personal challenge and must enjoy its many demands. Forty-hour-a-week clock punchers will be found inadequate for this job as will the person who chooses teaching because it has nice vacations or is conveniently located near his home. Indeed, nothing would describe the teachers in a tough school better than the term that they covet so much: they must be professionals.

Serving All Pupils

The final requirement for this school is a provision for the scrap. Every school produces scrap; few recognize or admit it. The tough school being realistically oriented must recognize that there will be impossible tasks and inevitable mistakes. However, there are certain requirements arising from this. Primary among these is the establishment of efficient feed-back controls that will minimize the scrap. Both teachers and administrators must know the progress made by their stu-

would organize the school around the "love the children" philosophy which trusts in some superior force to ensure the achievement of desired goals, and those who feel a personal responsibility to struggle and to plan in order to achieve these same goals.

These positions can be further specified. The position of those who cry for a tough school is often caused by the fear that the student will not do his work, that he will become a "gold-brick" and a procrastinator. This may be, to some degree, a pro-

jection of their own school experiences.

Second, there is a fear that the school will be blamed for the failure of the student. To some extent, this would be justified. However, with the barrage of criticism that the school now receives, one must question whether one more charge, true or false, would really increase either the load or the effect.

On the other hand, those who oppose the establishment of strict minimums, also base their position upon

fear. Perhaps primary and basic is the fear of the effect of failure upon the child, an effect which has been so vividly described by the mental hygienists in soul-shattering terms. Not unrelated to the effects of failure are the unfortunate effects of sheer overwork. A breakdown resulting from overloading can be destructive to the total life course of an individual. Finally, there is a fear, seldom verbalized but important and potent, for the teacher who knows that if he requires too much of his students, there will be a decline in his own popularity. From past experience or the experience of other teachers, he knows that if this proceeds far enough he may become an object of vengeance which may hurt him personally and professionally.

Basis of Requirements

It would be foolish to point to any one of these fears and to cast it aside as unjustified or unrealistic. Each is based upon real possibilities, but they are not a matter of absolutes. While there is some truth in each of them, the effects are not dependent simply upon occurrence but upon the degree of occurrence. Thus, it becomes apparent that the standards of a tough school require an exploration of the amount or degree to which the total load approaches the breaking point of the individual. This cannot be examined without considering the essential functionings of the human being.

It is well known and has frequently been demonstrated that man is a very tough creature as he approaches his survival minimum. Short of near total destruction there is little that can keep him from pursuing a goal upon which he is set. However, as one approaches his maximum level of operation, it is just as obvious that he is an extremely delicate creature. Very small inroads upon his person become translated into rather large losses in efficiency. Thus, the scale of operation is an important consideration in determining the limits.

The Nature of the Fears

Let us go back and review again the fears upon which these several positions are based. Perhaps the most fundamental is the fear that the student will not do his work. There have recently been a number of experiments into the ultimate nature of the patterning of man's activities. From these a new approach to motivation is developing.

Researchers have distinguished two levels of goals. Primary, both in function and attention, are the needs of survival. When these primitive bio-

dents and must know this with the speed that will allow them to correct troubles immediately, thus minimizing the amount of failure and ruin that can be fairly laid at the door of the school. Arising naturally from this is the need for appropriate remedial help which must salvage as many as possible. From the work of Passow and Goldberg, three criteria can be seen for a program of this sort. First of all, it must be so organized that the student can identify with the teacher. The need for personal support of the pupil by his teacher is seen here just as in other phases of the tough school.

Second, these individuals must receive remedial work on an appropriate level for them. This requires an almost clinical technique of teaching in which instruction is adapted to the background and status of the individual student.

Finally, the research showed that the grouping of these individuals into remedial classes does not contribute

to improvement. When they are grouped they appear to provide each other with negative reinforcements thus intensifying their problems rather than solving them.

Range of Opportunity

As a final criteria, the tough school must present a full range of opportunities for its students. It is not enough to provide two or three tracks in English and mathematics. It must provide activities on all levels so that even the less gifted student may experience adequate success to ensure his becoming an efficient and effective worker and not merely be forced into a light, slovenly performance because the school could not meet his needs. This range must be not only full but it must be fully available to all students at all times. It is a serious mistake, in view of the facts of human development, to conclude that once the student has been classified he will be adequately served within this classification indefinitely.



— Mott Foundation, Flint, Mich.

logical needs have been met, the picture of motivation is very different. Now, rather than seeking safety and comfort, man goes looking for problems to solve and mild risks to be taken just for the sake of doing them. This drive has resulted in complex verbal and mechanical productions. Indeed, solving problems for their own sake is an acceptable definition for pure science.

It is obvious that this position is rather opposed to the Lange-Eichbaum theory which holds that the greatest achievements of man have been produced by those who have suffered and endured frustration. Man must suffer to produce says this point of view and the value of his production will be proportional to the amount of suffering. Perhaps the greatest study of the ultimate in productivity of the human being was Lewis Terman's study of genius. He reported one comparative study involving 1000 of his geniuses who fell into categories of outstanding successes and thumping failures. In comparing those who succeeded with those who did not, he found no support for the Lange-Eichbaum theory. His successful group was marked by stability, well-balanced temperament and freedom from excessive frustration. His conclusions from the study were that mental ability is but one correlate of success and more important, that these geniuses *enjoyed* the rigorous hard work in their field. They were not driven to it; they chose to do it.

Fear of Failure

Those who are deeply concerned over setting standards that require a certain level of production point to the tremendous effects of failure. The fear of these effects, of course, is justified in extreme cases. Failure can destroy almost completely a person's productivity. On the other hand, some failure is almost inevitable in human life. Indeed, there is reason to believe that the full flush of success is built upon small parcels of failure. It is often the person who faces failure that re-examines a situation, thus becoming aware of the nuances, the implications, and the true scope of the situation. Thus, the important thing is not to eliminate failure or even a threat of failure but to regulate it. In its best range it is apparently limited to only one step in the process of moving toward a goal. A failure in a single step can be faced and, with the support and help of his teacher, the student can profit from it. However, when the failure becomes one that prevents the student from ever achieving his goal

or from trying an alternate route, or even worse, one that is essentially a defamation of the child himself, the effect of failure is destruction of the person. Even the most rabid proponents of the tough school do not want this to occur.

Failure and Risk-Taking

A side effect of the magnitude of failure is the development in the student of risk-taking behavior. Atkinson has structured this in terms of the probability of success. The student who has had a reasonable experience of struggle and striving, of success and failure, who has maintained an adequate self-concept tends to select problems near the 50 per cent level of success. This gives him a good struggle yet gives him a reasonable opportunity of gaining his goal. Those who have experienced the crushing defeats of overwhelming failure will tend to select their problems from the 10 per cent level, thus practically insuring success in what they attempt, or from the 90 per cent level, practically insuring failure. Where the job is so difficult that failure is inevitable, of course, they cannot be blamed for failure. Risk-taking is an important concept in judging success. The person who has never acquired an adequate basis for risk-taking will never experience great success, for the thrill of success does not spring from absolutely safe routine activities, nor can guaranteed achievement serve as a motive for further effort.

Fear of Overwork

The fear of overwork is posited on the one hand upon the implicit fear of failure and upon the fear of an overextension of the organism. That is, overwork can lead to a collapse of the physical organism and prevent the student from gaining his goal. Here again the problem is one of limits. Even those persons who have experienced serious and extended illness are required to engage in moderate exercise. President Eisenhower is an excellent example of this. It is not appropriate for him to take to his bed because of his heart condition and guard against all work. The problem is one of regulating the amount.

Blame and Vengeance

Finally, the reality principle requires us to face the fear of blame for failure, the loss of popularity and probability of vengeance from the students. These, of course, do exist and in reality can happen. In part, these are a reflection of the personal insecurity of the men operating the

school. No person is so well adjusted, so free from neurotic tendencies that he does not at one time or another harbor a small fear that he is not quite adequate to the task. Such feelings must be faced within the framework of seeking personal readjustment. Of perhaps equal importance is the realization that the limits of the requirements for a tough school operation simply are not all known. Thus, it is very easy for us to exceed the limit in one direction and bring about a catastrophic collapse such as those mentioned in the discussion of the arguments for and against. This, of course, would be truly unfortunate, and in the operation of every school, adequate safeguards must be taken to protect the pupil from them, just as there must be guarantees that the student will learn to expect quality work from himself.

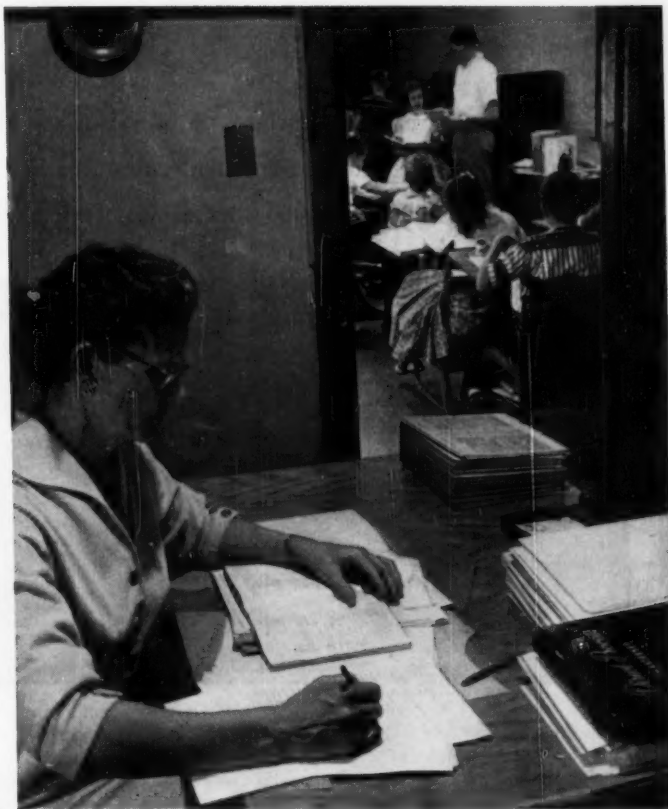
Recapitulation

In developing a tough school we must not accept cheap substitutes. To avoid this, the potent elements in education must be properly identified. Substitution of traditional beliefs or personal behests must be denied. To enthrone mediocrity under the guise of a tough school, by accepting a heavy-handed authority or ratifying its operation because of its high rate of pupil destruction is to invite disaster. A tough school does indeed set high standards but it does not pride itself on senseless destruction of those who cannot meet these standards. It has a responsibility to insure an effective education for all students regardless of their native endowment or the chance of their social or economic background. The precise specification of the abilities of the student is a prerequisite to proper development of a school program. All too often, we tend to underestimate the student's capacity to conceptualize while we overestimate his ability to memorize. A successful program is also dependent upon a true assay of the individual's ability to adjust and upon his acquisition of an emotional maturity necessary for true development of knowledge. ■

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Instructional Secretaries Improve Instruction



DAVID TURNEY

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consider this basic aid for your teachers . . .
here's a report on research to determine the uses
and value of part-time, married women
as "instructional secretaries" in classrooms

In the fall of 1957, staff members of George Peabody College for Teachers and the Davidson County, Tennessee, public schools initiated a co-operative investigation of the uses that could be made of secretarial help by classroom teachers. This program of research was supported by The Fund for the Advancement of Education.

Believing that there was in existence a large unused force of skilled persons available for use in the support of classroom teachers, a study was designed that featured the use of married women with an excellent background of training and experience as secretaries who, because of family responsibilities, were not available for full time work, but were willing to work in schools for four

hours a day during the school week of five days. Although these women were paid only \$25 per week and did not receive the fringe benefits of regular employees of the school district, 40 qualified applicants responded to a brief news story in a local newspaper.

The 20 hours of clerical service supplied by these "instructional secretaries" each week was shared by from six to seven elementary teachers during the school years 1957-58 and 1958-59.

Three basic conditions were laid down for the regulation of the use of this help: (1) The school principal was required to have his own secretarial help so that the instructional secretaries would not be used for administrative assistance. (2) Instruc-

"A plan of helping teachers by providing secretarial service for them appears to be particularly desirable in situations where classrooms are heavily overloaded . . ."



tional secretaries were not permitted to grade papers — they were allowed to score the answers to objective questions, but grading remained the responsibility of the teacher. (3) Instructional secretaries were to have no direct teaching or supervisory responsibilities to pupils.

Suggestions were made to participating teachers regarding the ways the instructional secretary might be used, but beyond this, teachers were free to delegate the kinds of work they felt might be properly completed for them by the secretary.

As a result of these arrangements, the following effects were noted:

How Secretaries Used Their Time

During a sample period of 30 one-half days, nine secretaries worked 1080 hours for 61 teachers. Fifty-two per cent of this time was spent at routine clerical duties such as checking papers or posting grades. The remainder of the time was used in support of teaching activities through the preparation of teaching materials, completion of arrangements for educational experiences (field trips, visitations, etc.), facilitating communication, or similar duties.

How Teachers Used Time Saved

During the same sample period of 30 one-half days, the 61 teachers recorded a total of 1000 hours of

time saved for them by their secretaries. Sixty-three per cent of this time saved was redirected by the teachers into planning for instruction, classroom teaching, or pupil guidance. Fourteen per cent of this time saved was used by the teachers for relaxation or personal activities.

Effects on Instructional Program

During the first year of the study, 32 teachers listed a total of 380 changes in their teaching practices that were felt to be related to the availability of secretarial help. Of the changes reported, the kinds of change most often listed were related to the testing of achievement, drill and review, individual pupil guidance, and home-school relations.

Follow-up interviews with six teachers from whom the service was withdrawn during the second year of the study indicated that 15 per cent of the changes in practice listed at the end of the first year had been discontinued, and another 57 per cent were no longer being employed as extensively.

Critical Values

The two-year evaluation of instructional secretarial service suggests that this kind of help is particularly valuable support for teachers in the following areas:

1. The refinement and expansion

of the teacher's present methods of instruction

2. The development of more complete and comprehensive plans for instruction

3. The reinforcement of individualized instructional procedures

4. The strengthening of classroom control and management

5. Facilitating the use of a wide variety of instructional materials

6. The development of more effective home-school relations.

Additional Considerations

Data from the Davidson County study indicate that instructional secretarial service can be supplied to from six to seven elementary school teachers for approximately one third of the cost of one teacher's salary. This amount would include the cost of a fourfold increase of the use of expendable office supplies that may be expected when the service is introduced.

Seventy-two per cent of the 61 teachers participating in the Davidson County study believed that the learning environment in their classroom would be more desirable if the number of pupils in the classroom were increased by four, provided secretarial service was made available. Ninety per cent of these teachers were ready to accept two additional pupils on this basis.

The introduction of secretarial service within a school did not result in additional administrative and supervisory problems. These professional secretaries required no training. A brief orientation to the individual school and its policies seemed to be sufficient. No ethical problems involving confidential materials were encountered in the Davidson County study.

A plan of helping teachers by providing secretarial service for them appears to be particularly desirable in situations where classrooms are heavily overloaded with pupils, and where no change in this condition is foreseen. This is an action that may be possible when basic remedies are not available. Supplying secretarial help to teachers does not change an unsatisfactory classroom environment, but it can help the teacher work more effectively within such restrictions.

School board members or superintendents who would like to have more detailed information on the use of instructional secretaries may address their inquiries to Dr. Bennie Carmichael, Co-ordinator, Peabody Research and Development Program, George Peabody College for Teachers, Nashville 5, Tenn. ■

For boards reviewing their summer school program
here's a concise and basic report on types, advantages, etc. —

A Primer on Summer Schools

A. RAYMOND ROGERS, JR.

Director, Newton, Mass., Senior High Summer School

Summer schools* are not new. Many large school systems have been offering summer programs for nearly fifty years. These programs have been largely remedial in nature. Recently there has been an increased interest in extending the school year or providing educational opportunities for students during the summer months. Such plans are designed not only for those students who need help, but also for those students who wish to accelerate and achieve new depths of understanding in selected studies.

What are the reasons for this increased interest in summer schools? Here are some that most often are mentioned:

1. The nature of our population has changed; no longer are we an agrarian nation that needs the services of its young people for summer harvest.

2. An educational environment exists which urges better and more extensive training of youth.

3. Dr. Conant in his recent studies has recommended that tuition-free summer schools be established.

4. There is a desire on the part of the public to utilize educational facilities throughout the year.

5. There is a need to provide additional time for students to realize their educational ambitions.

6. More and more state departments of education are financially supporting summer programs.

Early in the history of American education, many schools operated on an 11 or 12-month basis, but since 1840, the present pattern of the shorter school year and the extended vacation period developed. Many communities instituted a vacation school devoted primarily to recreational activities and slowly introduced academic subjects. The return of the all-year school has been debated rather intensely in recent years, es-

pecially during the time of both world wars and depression periods. Now it is being discussed as a result of the population explosion and the resultant problems that school systems face. Most recent studies and experiments (Phillips Exeter Academy; Fairfield, Conn., and Newark, N. J., High Schools) seem to point out that the all-year school creates more problems than it solves. As a result, many school systems look to the voluntary summer session as a means of gaining some of the advantages without encountering many of the problems of the all-year school.

Advantages

What are some of the advantages of a summer school program?

1. It offers courses for students who wish to get some required subjects out of the way or who desire to enrich their education during the summer.

2. It provides review opportunities for boys and girls who, while they have not failed a course, wish to improve their background and skill in it, and build a foundation for better performance another year.

3. It provides an opportunity for make-up work for students who have failed or whose work is incomplete, so that they can establish credit in the course.

4. It gives a student the chance to expand his skills in a number of areas, such as typewriting and automobile driving.

5. It provides gifted students with opportunities for advanced and special courses.

6. It permits greater flexibility of elective choice in the regular school year.

7. It enables slow students to keep up with their normal grade.

8. It allows students to accelerate their studies and to complete graduation requirements in a shorter time.

9. It gives a student the opportunity of previewing a subject to be taken in the fall.

10. It provides teachers and adults

the benefit of increased cultural activity in the community.

11. It utilizes teachers' abilities during the summer months, and thereby improves their economic status.

12. It provides greater flexibility in the organizing and presenting of subject matter.

13. It provides for year-round use of school facilities.

Summer programs now offered generally fall into one or more of the following categories:

Categories

1. Remedial programs that review or preview the work of the regular school year, and offer regular courses for credit.

2. Advanced programs that could not be given in the regular school year for academically talented students.

3. Programs that utilize specialists to aid students with unusual problems. (Many colleges or schools of education are eager to co-operate with school systems in offering such programs.)

Summer school is not desirable for every student; some students need the rest or a change of occupation that summer school cannot offer. Some students may find that there are times in their lives in which the continuing of their academic studies seems advisable, but at other times participation in camp activities, work, or other pursuits more nearly fits their needs. This is one of the merits of the voluntary summer school; students may use it if they so desire. Since students in summer school need only concentrate on one or possibly two areas of work, the results often mean a better motivation of learning and a more responsible student.

For a program to be most successful, it should be planned by the specialists within the school system, and in most cases the cost of the school can be underwritten by the charge of tuition. However, there is a growing trend for these services to be supported by the local school system. ■

*Adapted from the author's introduction to "Going to School This Summer?" published by the Massachusetts Council for Public Schools, Inc., 16 Arlington St., Boston 16, Mass., 30 cents.

On Student Driving



ROBERT SMITH Mishawaka High School, Mishawaka, Ind.

The factors that control the behavior of the high school student are many, but perhaps the latest development in the long line of factors that tend to restrict the teen-ager's achievement is the automobile. Recently, many studies have been made throughout the United States regarding high school students and automobiles. Perhaps nothing conclusive has been proved, but the results of these studies tend to point out interesting relationships involving car ownership and adverse behavior.

The Car Is a Status Symbol

The Purdue Opinion Panel reveals that 32 per cent of today's sophomore, junior, and senior boys own automobiles. A car has become more than just a mere form of transportation—it has become a symbol of status. Across the country this obsession of teen-age boys with cars is rapidly becoming a dominating force in high schools. This preoccupation, this increased importance of the automobile in the social world of the teen-ager, is providing one of the main distractions from serious school work. Researchers have observed that "the male teen-ager is joy-riding himself right out of an education."

In the summer of 1959 a study was made to determine what effect automobile ownership was having on the behavior of high school boys at Mishawaka High School, Mishawaka, Ind. The study was directed toward a group of 119 junior and senior boys who owned automobiles. Since automobile ownership is discouraged among athletes of this school, 80 athletic award winners on the junior-

senior level were selected as the non-driving control group.

The driver (car owner) group was established as a result of a short questionnaire, while the nondriver (athlete) group was taken from the records of the athletic department. In making this study, the author realized that the separation into two groups—drivers and nondrivers—was not a faultless division. Undoubtedly, some students of the nondriver group drive as frequently as do some of those designated as drivers. Perhaps this grouping can be justified, however, by assuming that drivers who own cars will drive much more frequently than those who only occasionally have access to automobiles.

Of course, the purpose of this separation was to make a comparative analysis of the behavior in school exhibited by drivers and nondrivers. After the establishment of the two groups, the students' cumulative records were consulted to obtain the various data to be used in this study. All data tabulated, with the exception of class rank, were pertinent as of the first semester of the 1958-59 school year. Data to be used included grade averages, final class standings of seniors only, I.Q. scores, course selection, days absent, teachers' ratings, and participation in driver education classes.

The Data of the Study

The data were interpreted in the following manner:

1. A comparison of the mean grade average was made between the drivers and nondrivers. Grade averages were computed individually by assigning an

arbitrary point value to each letter grade received as follows: A equals seven points, B equals five points, C equals three points, D equals one point, and F equals zero points.

2. The final class rankings of drivers and nondrivers were compared. Only seniors were subject to this comparison.

3. I.Q.'s of the drivers were compared with those of nondrivers. I.Q. scores computed were mean scores received on the Henman-Nelson and the California Mental Intelligence tests.

4. A comparison of course selection was made. Among the courses selected were: (1) College Preparatory, (2) Pre-Engineering, (3) Trade, and (4) General.

5. The mean number of days absent were compared.

6. Teachers' ratings of drivers and nondrivers were compared. These students were rated by their teachers according to: (1) co-operation, (2) dependability, (3) initiative, (4) honesty, (5) leadership, and (6) behavior and sense of responsibility.

7. A comparison was made between drivers and nondrivers on the basis of participation in driver education classes.

The fact that the automobile has become a dominant factor in the behavior and achievement of the high school boy was borne out by the results.

It was found that drivers in this school compiled a considerably lower grade average than did their non-driving counterparts. Another noteworthy result related to scholarship achievement was the fact that senior athletes (nondrivers) averaged 44 positions higher than drivers in final class ranking. Among drivers only 19 per cent ranked in the upper one fourth. However, among non-driving athletes, 60 per cent achieved the

Does car ownership
hamper students . . .
read this review of
a study to determine the effect
automobile ownership has on the
performance of high school boys

upper one-fourth in class standing.

In tabulating the mean scores of I.Q. results, it was discovered that drivers scored 7.5 points lower than nondrivers. Therefore, the nondrivers, as a whole, could conceivably be expected to achieve higher marks scholastically.

Courses of Study

Drivers tend to select nonacademic courses of study, it was revealed. Only 24 per cent of the driver group was enrolled in academic courses (pre-engineering and college preparatory) while 76 per cent selected nonacademic courses (trade and general). Comparatively, 56 per cent of the nondrivers was attracted to academic courses, while 44 per cent chose nonacademic fields.

In student ratings made by their teachers, the mean rating for drivers was 2.41 and for nondrivers 2.02. These ratings were based on points one to five with one excellent, five poor, and three average.

An investigation of the school attendance records reflected the influence of automobile ownership on absenteeism. Drivers averaged 2.51 days absent per semester, with 28.6 per cent of their number achieving perfect attendance. The nondrivers averaged 1.36 days absent and 50.8 per cent maintained perfect attendance. The results indicated that drivers exhibited nearly twice the record of absenteeism, and nearly half the record of perfect attendance.

Interesting is the fact that formal driver education classes attracted far fewer drivers than nondrivers. Only 25.9 per cent of the drivers had participated in such training while 42.3 per cent of the nondrivers had completed driver education.

Automobiles and Performance

This study was not meant to prove any cause and effect relationships between cars and unfavorable behavior, but it may be possible to make some generalizations or implications from the results.

From this investigation it may be concluded that there are certain undesirable trends among student automobile drivers, and that automobile ownership adds little or nothing to desirable behavior patterns among high school boys. It may even be responsible for a great deal of adverse behavior. In every realm of comparison used in this study, the results favored the nondriver. There are exceptions, of course, and under no circumstances should the findings be considered as final and conclusive evidence. Generally speaking, automobiles and positive performance are incompatible. ■

how boards have redefined their policies on student driving...

In Des Moines, Iowa...

If parents believe that it is necessary and desirable for a student to drive a car to school and the student is legally qualified to do so, the following policies should apply to the use of the car during school hours: (1) the car should not be used during school hours, including the lunch period, unless special permission is given by the principal's office; (2) the car should be kept locked while it is parked; (3) students are not to be in their own cars or loiter about parked cars during the school day; (4) these policies shall apply to all cars parked by students on the school grounds or in the vicinity of the school; (5) it is expected that all students will exercise good judgment in the use of their cars in driving to and from school; (6) the superintendent is authorized to take such action from time to time as may be necessary or desirable to implement the above policies.

In Pequannock Township, New Jersey...

Pupils who wish to drive their cars to school must secure from the office a request form for school parking privileges. The request form must state the reason for the request and must be filed in the office for consideration. A parent must certify that the car is fully covered by liability insurance; that he approves of the request; and that he assumes responsibility for the pupil's conduct while driving to or from school. Pupils whose requests are granted must park their cars on the grass edge of the parking area. Cars must be locked and no pupil will have access to his car during the school day. No pupil may remove his car during school hours. No pupil may use any car other than the ones registered on his request form. While driving to or from the school grounds, pupils will observe carefully the rules for safe driving, the traffic regulations of the state and township. A police summons for a traffic violation by a pupil while enroute to or from school will result in the immediate revocation of school parking privileges. These regulations apply to any licensed vehicle. Any student having two complaints turned in against him shall have his or her parking privilege revoked until he or she appears before the principal with his parents to answer the complaints.

In Neosho, Missouri...

Because the board of education is responsible for the safety and welfare of the students in our schools, and its attention has been called to the danger involved because of students who drive cars to school and that it is not necessary for students to drive cars while they are attending school, the board of education requires all students who drive cars or any motor driven vehicle to and from school to park their cars on a designated parking place and to leave the cars parked and not enter them until the student is dismissed from school. Each student who drives a car is required to register the car with the high school principal. No student is allowed to ride in any car during school hours except with his or her parents, unless permission is given by the high school principal. The city police is authorized to control driving and parking of cars on all school property, in co-operation with the proper school officials.

In Sequim, Washington...

With a large increase of cars at Sequim High School, attention was called with more and more regularity to the fact that some of the students drive in such a manner as to endanger their own safety and the safety of others. Rather than restrict all automobiles to the school area during the noon lunch period, we prefer to control the situation by permitting only driving that is absolutely necessary and insisting on good driving practices from those who are given this privilege. A request is filled out and returned to the school by the parents if they desire to request permission for their son/daughter to drive his/her automobile for a definite purpose during the noon lunch period.

Previewing the NSBA in Chicago

20th annual convention
of the
National School Boards
Association

Conrad Hilton Hotel, Chicago, Ill.
April 24 through 27, 1960
"Education for World Leadership."

The famous Lake Michigan view of Chicago's sky line,
with the convention Conrad Hilton Hotel at the right.



MONDAY, APRIL 25

10:00 a.m.-12:00 Noon. FIRST GENERAL SESSION

PRESIDING: Robert E. Willis, President of the NSBA.

INVOCATION

PRESENTATION OF THE FLAG AND PLEDGE OF ALLEGIANCE: Sea Explorer Ship No. 5869 of the Chicago Council, Boy Scouts of America, Sponsored by Portage Park, Illinois, American Legion Post No. 183, Skipper Thaddeus B. Bednarz in charge.

BAND CONCERT: Lockport Elementary School Band of Elementary District No. 91, Lockport, Illinois.

WELCOME: Dr. Benjamin C. Willis, General Superintendent of Chicago Public Schools, and President-elect of the AASA.

PRESENTATIONS: The Cecil B. de Mille NSBA Doctoral Fellowship, Cecilia de Mille Harper. • The United States Steel NSBA Fellowship for Doctoral Study at the University of Oregon. • The Northwestern NSBA Doctoral Fellowship.

PRESIDENT'S REPORT: Robert E. Willis, Bradenton, Florida.

KEYNOTE ADDRESS: Speaker to be announced.

1:30-3:00 p.m. SECOND GENERAL SESSION

PRESIDING: Roy O. Frantz, First Vice-President of the NSBA.

ADDRESS: The Honorable William F. Quinn, Governor of the State of Hawaii.

2:15-3:15 p.m.

DISCUSSION: Panel of Distinguished 1960 Convention Speakers of Issues, Problems, and Implications of the Theme of the Convention—"Education for World Leadership."

3:15-4:45 p.m.

AUDIENCE PARTICIPATION: Table Group Discussions in Waldorf Room, Parlor B, Boulevard Room, Upper Tower, Beverly Room, Astoria Room, Private Dining Room 2, and the Bel Air Room.

7:30-9:30 p.m. Second Business Meeting of the Delegate Assembly of the NSBA.

OLD BUSINESS: Reports of NSBA Committees; Elections of Officers for 1960-61; New Business.

7:30-9:30 p.m. Meeting of Members of State Boards of Education and Chief State School Officers.

SUBJECT AREA OF MEETING: Relationships of the State Board of Education to the Local School Board.
Speaker to be announced.

7:30-9:30 p.m. Business Meeting of Board Members From Cities of More Than 300,000 Population.

PRESIDING: Mr. Isadore Samuels of Denver, Chairman.

7:30-9:30 p.m. FIFTEEN CLINIC SESSIONS ON SUBJECTS OF SPECIAL INTEREST.

1. "How to Use Communications Media to Win Public Support for Better Public Schools." • SPEAKER: Mr. Roy O. Hinch, Director of Audio-Visual Education and Board Publications, Euclid Public Schools, Euclid, Ohio.
2. "Improving Language Learning Through Language Laboratories." • SPEAKER: Dr. Elton Hocking, Head of the Department of Modern Languages, Purdue University.
3. "NDEA Opportunities." • SPEAKER: Mr. Lloyd W. King, Chief, State Plans and Reports Section of the Aid to State and Local Schools Branch (NDEA), United States Office of Education.

4. "Budgeting Your Audio-Visual Communications Program." • SPEAKER: Dr. L. C. Larson, Director of the Audio-Visual Center, University of Indiana.
5. "School Boards and System-Wide Planning." • SPEAKER: Dr. James D. MacConnell, Professor of Education and Director of the Western Regional Center of Education Facilities Laboratories, Inc., Stanford University. Other participants to be announced.
6. "Building Boom in East Meadow, New York." • SPEAKER: Dr. Edward J. McCleary, Superintendent of the East Meadow Public Schools. DISCUSSANTS: Mr. Clifton B. Smith, Member of the Board of Education of Freeport, New York, and past President of the New York State School Boards Association and of the National School Boards Association; Mr. Sanford B. Calhoun, Supervising Principal of the Mepham Central High School District; and Dr. Anthony J. Barbaccia, President of the East Meadow Board of Education.
7. "The NSBA-NEA Joint Project in the Development of Written School Board Policies." Session Planned by the NSBA-NEA Joint Committee. • CO-CHAIRMAN: Mrs. Fred A. Radke, former Member of the NSBA Board of Directors, and Dr. J. Lester Buford, Superintendent of Schools, Mt. Vernon, Illinois. Program details pending.
8. "What Should Good Education Cost? How Big Is the Budget of a Good School System?" • SPEAKER: Dr. James E. Russell, Secretary of the Educational Policies Commission. Other participants to be announced.
9. "The Summer Science Day Camps for Gifted High School Students in Delaware." Sponsored by the Delaware School Boards Association. • MEETING CHAIRMAN: Mr. Robert H. Reed, President of the Delaware Association. • SPEAKER: Dr. George R. Seidel, Educational Manager, E. I. du Pont de Nemours & Company.
10. "What Every Board Member Should Know About the Rights of Public School Teachers Under Our Labor Laws." • SPEAKER: Dr. Reynolds C. Seitz, Professor of Law and Dean of the Law School, Marquette University • DISCUSSANT: Mr. Irving J. Breyer, Legal Adviser of the San Francisco Board of Education, and Mr. John E. Glenn, Counsel of the New York State Teachers Association.
11. "Planning Tomorrow's Schoolhouse for Better Communications." • SPEAKER: Dr. Adrian L. TerLouw, Executive Secretary of the School Facilities Council of Architecture, Education, and Industry.
12. "Clinic on Planning and Management Problems: Case Studies of a Large City System and a Small Suburban Community." • SPEAKER: Dr. Harlow J. Heneman, Partner of Cresap, McCormick & Paget. • DISCUSSANTS: Mr. J. R. Collier and Mr. L. L. Kornfeld, Members of the Professional Staff of Cresap, McCormick & Paget.
13. "Planning for the Financing of New Construction." • SPEAKER: Mr. William Smull, A.I.A., Senior Partner of Space Utilization Analysis for Government, Industry, and Education, Inc., New York City.
14. "Case Study of Flint, Michigan: The Improvement of the Design and Administration of the Educational Program for a Modern American Community." • CHAIRMAN OF THE SESSION: Mrs. Edith Simmons, President of the Board of Education of Great Neck, New York. • SPEAKERS: Dr. H. Lawrence Wiley, Partner-in-charge of Booz, Allen & Hamilton's Educational Administration Division, and Dr. William R. O'Dell, Professor of School Administration, Stanford University. • DISCUSSANTS: Mr. Walter Scott, President of the Board of Education of Flint, Michigan, and Dr. Spencer Meyers, Superintendent of the Flint Public Schools.
15. "Economies in the Non-Educational Areas." Planned in Association with Robert T. Phillips & Associates, Chicago. Program details pending.

9:45 p.m.-1:00 a.m. **NSBA Officers' and Directors' Reception for Convention Participants, Speakers, and Guests.**

CHAIRMAN OF CONVENTION HOSPITALITY AND ENTERTAINMENT COMMITTEE: Mrs. J. F. Lucas, Member of the Board of Education of Omaha, Nebraska, and Member of the NSBA Board of Directors.

TUESDAY, APRIL 26

9:00-10:30 a.m. THIRD GENERAL SESSION

PRESIDING: Mr. Theodore C. Sargent, Second Vice-President of the NSBA.

ADDRESS: Mr. Rudolph F. Bannow, President of the National Association of Manufacturers.

10:45 a.m.-12:15 p.m. THIRTEEN SECTIONAL MEETINGS ON IMPROV-

ING THE PUBLIC SCHOOL PROGRAM FOR TEACHING THE FOUNDATIONS OF PARTICIPATING AMERICAN CITIZENSHIP.

1. "How Can We Improve the Teaching of History for the Development of Better Citizens?" • SPEAKER: Dr. Robert Lively, Professor of History, Princeton University. Other details pending.
2. "High Schools for a Free Society: Citizenship and Secondary Education." • SPEAKER: Dr. Franklin K. Patterson, Director of the Tufts Civic Education Center and Lincoln Filene Professor of Civic Education, Tufts University.
3. "The Place and Importance of Science and Mathematics in Developing Citizens for Tomorrow's World." • SPEAKER: Dr. John R. Mayor, Director of Education, the American Association for the Advancement of Science. Other details pending.
4. "The Community Approach to Citizenship Education." • SPEAKER: Mr. Thomas J. Curtain, Director of the Division of Civic Education, Department of Education of the Commonwealth of Massachusetts.
5. "The School Program of the Freedoms Foundation at Valley Forge." • SPEAKER: Dr. Kenneth D. Wells, President of the Freedoms Foundation at Valley Forge. • MEMBERS OF SYMPOSIUM: Mr. W. C. Sawyer, Vice-President of the Freedoms Foundation Awards Administration, and Representatives of the Three Top Award Winning School Districts of 1959. Other details pending.
6. "The Syracuse Experiment in the Study of the Citizenship and Civic Values of Adolescents." • SPEAKER: Dr. Roy A. Price, Professor of Social Science and Education, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University.
7. "Increasing the Economic Literacy of Our Citizens." • SPEAKER: Dr. M. L. Frankel, Director of the Joint Council on Economic Education, New York City.
8. "The Role of Community Organizations in Citizenship Education." • SYMPOSIUM-PANEL: Dr. E. W. Aiton, Director of 4-H and Young Men and Women Programs, Federal Extension Service, United States Department of Agriculture, Mr. Harry K. Eby, Director of School Relationships, Boy Scouts of America, and Mr. J. Frank McCabe, Director of the Key Club Program of Kiwanis International.
9. "The Role of General Education in Citizenship Education." • SPEAKERS: Dr. Joe Park, Professor of Education, Northwestern University, and Dr. Lawrence E. Metcalf, Associate Professor of Education, University of Illinois. Other details pending.
10. "Citizenship and the Role of Education for the Culturally Deprived." • SPEAKER: Dr. Stanley E. Dimond, Professor of Education, University of Michigan.
11. "Major Areas of Needed Improvement in Social Studies Education." • SPEAKER: Dr. Alan Griffin, Professor of Education, the Ohio State University.
12. "The Role of Adult Education in the Development of the Values and Skills of Participating Citizenship." • SPEAKER: Dr. Robert J. Blakely, Vice-President of the Fund for Adult Education. • DISCUSSANTS: Mrs. C. Wheeler Detjen, Chairman of High School Service of the National Congress of Parents and Teachers, and Mr. Robert A. Luke, Executive Secretary of the National Association of Public School Adult Educators.
13. "School Boards and Public Understanding of Education." • SPEAKER: Dr. Gordon McCloskey, Professor of Education, Washington State University. • DISCUSSANTS: Mr. Clayton E. Rose, President of the National School Public Relations Association, and Mr. Ewald Turner, Immediate Past President of the Department of Classroom Teachers of the NEA.

1:30-3:00 p.m. FOURTH GENERAL SESSION

PRESIDING: Mr. Cyrus Higley, Treasurer of the NSBA.

ADDRESS: Dr. Vera Micheles Dean, Professor of Government of the University of Rochester, and Editor of the *Foreign Policy Association Bulletin*.

3:15-4:45 p.m. FIFTEEN SECTIONAL MEETINGS ON IMPROVING THE PUBLIC SCHOOL PROGRAM TO INCREASE THE KNOWLEDGE AND UNDERSTANDING WHICH OUR CITIZENS POSSESS OF INTERNATIONAL PROBLEMS AND RELATIONSHIPS.

1. "Foreign Languages in the American Public School Curriculum." Meeting Planned in Co-operation with The Modern Language Association of America. • SPEAKER: Dr. Albert H. Markwardt, Member of the Advisory Committee of the Foreign Language Program of the Modern Language Association, Professor of English Language and Literature, University of Michigan, and Member of the Board of Directors of the Michigan School Boards Association.
2. "The Rise of Education in the Less Developed Nations." • SPEAKERS: His Excellency Mr. R. S. S. Gunewardene,

Ambassador of Ceylon to the United States, Minister Plenipotentiary and Envoy Extraordinary to Cuba and Mexico, Chairman of the United Nations Human Rights Commission; and Mr. Apul Panggabean, Educational and Cultural Counselor of the Embassy of Indonesia, Washington, D. C. Other details pending.

3. "Introducing Children to the World." • SPEAKER: Dr. Ralph Preston, Professor of Education, the University of Pennsylvania. Other details pending.
4. "Improving the Educational Program for World Leadership." • SPEAKER: Dr. Dorothy McClure Fraser, Associate Professor of Education, City College of New York.
5. "Developing a Geographic Background for International Understanding." • SPEAKERS: Dr. Preston E. James, Chairman of the Department of Geography, Syracuse University, and Dr. Clarence W. Sorensen, Dean of the Graduate School, Illinois Normal University.
6. "Education Under Communism—Russia and China." • SPEAKER: Dr. Theodore Hsi-en Chen, Professor of International Relations, Professor of Education, and Head of the Department of Asiatic Studies, University of Southern California. Other details pending.
7. "Understanding New and Emergent Countries and Their Role in the Changing World Picture." • SPEAKERS: Dr. Paul R. Hanna, Professor of Education, Stanford University, and Dr. Leonard S. Kenworthy, Professor of Education, Brooklyn College, and Member of the Board of Education of Oakwood School, Poughkeepsie, New York.
8. "What Should Our Students Know and Understand About the Communist System?" • SPEAKER: Dr. Gerald H. Read, Professor of Education, Kent State University. Discussants to be announced. Other details pending.
9. "Education and Power in the Modern State." • SPEAKER: Dr. Oliver J. Caldwell, Assistant United States Commissioner of Education, Director of the Division of International Education, U. S. Office of Education.
10. "Comparative Education as a Means of International Understanding." • SPEAKER: Dr. Howard E. Wilson, Dean of the School of Education, University of California at Los Angeles.
11. "Aerospace World: Implications for Education." • PROGRAM COORDINATOR: Dr. Frank E. Sorenson, Chairman of the Aerospace Education Council of the Space Education Foundation and the Air Force Association, and Professor of Education at the University of Nebraska. • SPEAKER: Dr. Gill Robb Wilson, Chairman of the Board of the Space Education Foundation. • DISCUSSANTS: Dr. Austin J. McCaffrey, Executive Secretary, American Textbook Publishers Institute; Dr. Hubert Wheeler, Commissioner of Education of the State of Missouri; Dr. Donald Kline, Director of Educational Research, F. E. Compton and Company.
12. "Community Attitudes About International Relations and Their Effects Upon Social Studies Programs." • SPEAKER: Dr. Chadwick Alger, Assistant Professor of Political Science, Northwestern University. Other speakers to be announced. Other details pending.
13. "The Use of Audio-Visual Aids, Especially Television, for Instruction in Current World Affairs." • SPEAKER: Dr. Victor E. Pitkin, Consultant in Citizenship Education of the Connecticut State Department of Education.
14. "Improving the Teaching of World Affairs—The Experimental Program of the Public Schools of Glens Falls, New York." • SPEAKER: Dr. Harold M. Long, Director of the Experimental Program of Glens Falls, and Dr. Merrill F. Hartshorn, Executive Director of the National Council for the Social Studies. • DISCUSSANTS: Mrs. Grace Van Wirt, President of the Board of Education of Glens Falls, and Dr. Douglass B. Roberts, Superintendent of the Glens Falls Public Schools.
15. "The Foreign Relations Project of the North Central Association." • SPEAKER: Dr. James M. Becker, Director of the Foreign Relations Project of the NCA. • DISCUSSANTS: Dr. Walter Cooper, Superintendent of the J. Sterling Morton High School, Cicero, Illinois, and Mr. William J. Hill, Supervisor of Secondary School Social Studies of the Milwaukee Public Schools, Milwaukee, Wisconsin.

8:00-10:00 p.m. THE 1960 ANNUAL BANQUET

PRESIDING: NSBA President Robert E. Willis.
 Invocation; Dinner; Introduction of Head Table Guests; Entertainment; Introduction of Newly Elected NSBA Officers and Directors.

WEDNESDAY, APRIL 27

9:00-10:30 a.m. FIFTH GENERAL SESSION

PRESIDING: Mr. Carl B. Munck, Immediate Past President of the NSBA.
 ADDRESS: Dr. John Dietrich, Chairman of the Department of

Speech at Michigan State University, and Immediate Past President of the Speech Association of America: "Speech and Communication—Vital Tools for Democratic Leadership in Our World."

ADDRESS: Mr. Charles M. Percy, President of Bell & Howell Company, Chairman of the Board of the Fund for Adult Education: "The Quiet Revolution."

10:45-12:15 p.m. FOURTEEN SECTIONAL MEETINGS ON IMPROVING THE PUBLIC SCHOOL PROGRAM FOR TEACHING THE ATTITUDES AND SKILLS NEEDED FOR EFFECTIVE INTERPERSONAL, INTERGROUP, AND INTERNATIONAL COMMUNICATION.

1. "What Public Education Can Learn from Studies and Practices of Speech and Communication in Business and Industry." • SPEAKER: Dr. Kenneth G. Hance, President of the Speech Association of America, and Professor of Speech at Michigan State University.
2. "Ethics and Efficiency in Influencing Human Behavior." • SPEAKER: Dr. Robert T. Oliver, Head of the Department of Speech at Pennsylvania State University.
3. "Do We Know How to Listen? Practical Helps in a Modern Age." • SPEAKER: Dr. Ralph G. Nichols, Chairman of the Department of Rhetoric, University of Minnesota.
4. "Educational Television in Action—As the Administrator Sees It." • SPEAKER: Mr. William M. Brish, Superintendent of Schools, Washington County, Hagerstown, Maryland.
5. "The Responsibility of School Boards for the Handicapped in Speech and Hearing." • SPEAKER: Dr. Margaret Hall Powers, Director of the Bureau of Physically Handicapped Children and of the Division of Speech Correction, Chicago Public Schools.
6. "The Impact of Modern Communication Devices Upon Education." • SPEAKER: Mr. Maurice B. Mitchell, President of Encyclopedia Britannica Films and Member of the Committee for Economic Development.
7. "What Your Government Is Doing to Improve Educational Communications." • SPEAKER: Dr. J. J. McPherson, Chief of the Dissemination and Services Section, Educational Media Branch (NDEA), U. S. Office of Education.
8. "Speech Education and the Influence of the Mass Media of Communication." • SPEAKER: Dr. Warren Guthrie, Chairman of the Department of Speech at Western Reserve University.
9. "Teaching by Television—The Evanston Township High School Experiment." • SPEAKER: Miss Wanda B. Mitchell, Chairman of the Department of Speech Arts, Evanston Township High School, Evanston, Illinois, and Member of the Advisory Board for Title VII (Communications Media) of the National Defense Education Act, U. S. Office of Education.
10. "Can Speech Be Satisfactorily Taught in Regular English Classes?" • SPEAKER: Dr. Donald K. Smith, Chairman of the Department of Speech and Theatre Arts, University of Minnesota.
11. "International Communication—The Teaching of Foreign Languages." • Meeting Planned in Co-operation With Modern Language Association of America. • Speaker to be announced. Program details pending.
12. "Speech Education at the Elementary School Level." • SPEAKER: Dr. Elise Hahn, Associate Director of Psychological Services and Associate Professor of Speech, University of California at Los Angeles.
13. "Speech Proficiency and Teaching Success—An Investment in Quality Instruction." • SPEAKER: Dr. Karl F. Robinson, Chairman of the Department of Speech Education and Director of the National High School Institute of Speech, Northwestern University.
14. "Educational Theatre and Drama in the Public School Program." • SPEAKER: Mr. Wallace Smith, Member of the Board of Governors of the Secondary School Theatre Conference, Immediate Past Chairman of the Secondary School Project of the American Educational Theatre Association, and Director of Auditorium Activities, Evanston Township High School, Evanston, Illinois. Second Speaker to be announced.

1:30-3:30 p.m. SIXTH GENERAL SESSION

Session Sponsored by the Associated State Boards of America.
 PRESIDING: Mrs. Anna C. Petteys, President of the Associated State Boards, and Vice-Chairman, Colorado State Board of Education.

SESSION TOPIC: *How Can We Finance Better Public Schools and Educational Programs?*

ADDRESS: Mr. Ralph Lazarus, President of Federated Department Stores, Inc., Chairman of the Sub-committee on Education of the Committee for Economic Development.

AUDIENCE PARTICIPATION. Details pending.

Criteria for Selecting a Citizens Committee

DOROTHEE BROWN

Seattle Public Schools, Seattle, Wash.

Last November the voters of Seattle approved a \$24,500,000 bond issue for new school construction for its 100,000 pupils. During the campaign many questions had been raised about school district policies regarding school building standards and comparisons of costs.

The Seattle school board, recognizing the legitimate concern of the public with these matters, decided to have its building policies studied by a representative group of citizens before proceeding with the construction allocations of these funds.

Citizens' groups had been formed regularly in the past in Seattle to aid in election campaigns, but this was the first time a citizens' group had been formed to make such broad recommendations.

The Criteria

In late February the school board invited 20 citizens to comprise a "Citizens' Advisory Committee for School Building Policy." Selection of citizens to serve on this committee was based on the following criteria:

1. Membership should represent as nearly as possible geographical areas of the city.

2. Important civic and service groups should be represented.
3. There should be substantial representation of parents.
4. The committees should be composed as far as possible of members who understand the problems and skills of the specific area of study.
5. There should be members who understand the educational program and the everyday working needs of teachers and pupils.
6. Members should not have committed themselves publicly to a position which might compromise their ability to be objective. However, those who might have been seeking critical examination of school policies should not be barred from participation for this reason alone.
7. Members should be willing to commit themselves to an extensive schedule of meetings, so the existing policies may be examined as quickly, yet as thoroughly, as possible.
8. Members should be willing to examine services, programs, or procedures in light of existing policies, yet should not hesitate to point out policies which they believe should be re-examined in larger studies.

The committee would consider its function purely advisory, with the final decisions on all matters to rest with the school board, in view of its experience and knowledge of other related factors.

Cross-Section Committee

Representation on this particular committee included four attorneys, a plant manager from Boeing Airplane Company, a woman who was a PTA legislation chairman from an elementary school, a county juvenile court social worker, the owner of an appliance store, the rector of an Episcopal church, the dean of the school of architecture at the University of Washington, a service station owner and operator, a woman who was the president of a community club and a former state legislator, a vice-president of an advertising agency, a sales director of a real estate company, a general commercial manager of a telephone company, a business representative of a labor union local, a housewife, a bank manager, the owner of an athletic supply company, and a business researcher for a large local department store (the chairman). The cross-section committee included representation of minority groups and some who were critical of the school system.

Following its appointment, the committee met weekly in the administrative and service center for 7:30 a.m. breakfasts. A staff member was assigned full time to prepare material requested for each meeting. The committee, however, selected its own chairman, agreed on its own procedure, established its own limits, and recommended other studies for future committees. Its report was presented to the school board three months after the selection.

A similar selection criteria will be used by the Seattle school board in its future plans to invite citizens to form several other short-term, special-subject advisory committees. Problems to be studied by each of these committees will include the Seattle school district's budget and financial needs, public relations policies, health services program, and vocational program and needs. ■



Shown above are members of the "Seattle Citizens' Advisory Committee for School Building Policy" who gathered weekly for 7:30 a.m. breakfast meetings. The picture in the background is the architect's sketch of the newest city high school, on the drawing boards at that time.

designed for Tulsa's highly specialized instructional program —

The Raymond S. McLain Senior High School

MORGAN L. POWELL

Director, School-Community Relations
Tulsa, Okla., Public Schools

*"Make it functional, select building materials
for durability, economy, and low future maintenance,
and give it flexibility both for its
present use and as future trends may require."*



When Tulsa high school students on the district's north side reported for classes in September, 1959, they moved into a modern, functional building designed specifically for the school system's highly specialized instructional program.

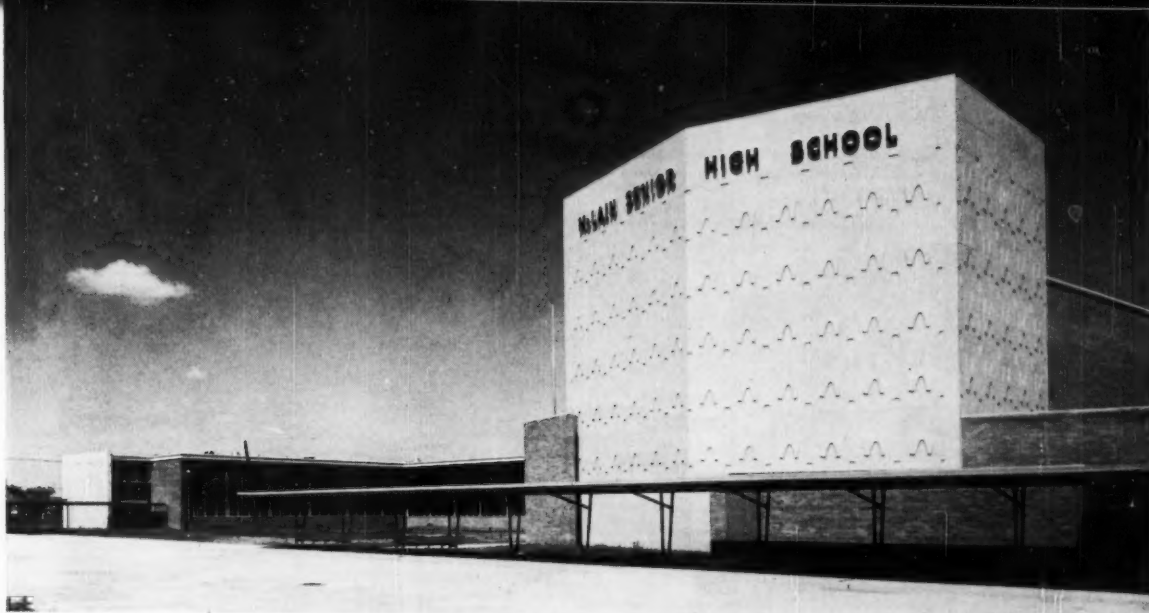
"Make it functional, select building materials for durability, economy and low future maintenance, and give it flexibility both for its present use and as future trends may require."

These were the instructions given by Tulsa Schools Superintendent, Charles C. Mason, to Architects Black and West as they began plans for the new Raymond S. McLain Senior High School.

The site for the new school, which serves an outlying community, is a 25-acre tract, located on a thoroughfare. At the outset, Black and West were confronted with an unusual site condition which influenced the entire design of the building. The site is diagonally dissected by a 12-inch high pressure oil pipe line, with easement restriction permitting the pipe line company access for repair or replacing the line. The building could not be located within 20 feet of the line.

This eliminated the possibility of a one-story building, and restricted the shape to fit within the boundary of the pipe line easement and property lines.

The building is located in the triangular area on the northwest portion of the property. The playgrounds are located



Exterior view of Raymond S. McLain High School in Tulsa, Oklahoma. Architects were Black and West of Tulsa. Superintendent of schools in Tulsa is Charles C. Mason.

remote from traffic and as near as possible to the locker rooms. The football field and stadium are located near the parking area, with access from a side street on the south.

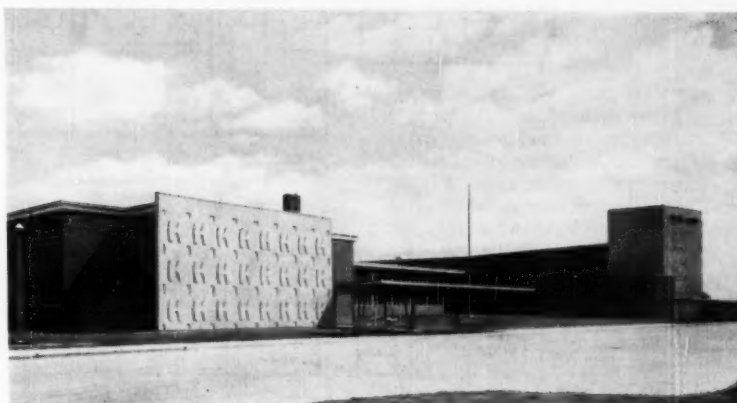
The isolation of the noisy areas from the quiet areas was accomplished with a two-story T-shaped classroom wing, extending to the north from the bulk of the building which includes the auditorium, cafeteria facilities, shops, gymnasium, and physical education area.

The exterior of the building is face brick backed up with light weight concrete block. Structural glazed tile and patterned Mo-Sai are used for accent. Other general construction features include structural steel frame, reinforced concrete foundation, drilled piers, and grade beams.

The first floor consists of a 4-inch reinforced concrete slab on sand fill. The second floor is a 2½-inch concrete slab on Corruform, supported by bar joists. A poured gypsum roof deck, bulb tees, and bar joists supports a 20-year built up tar and gravel roof.

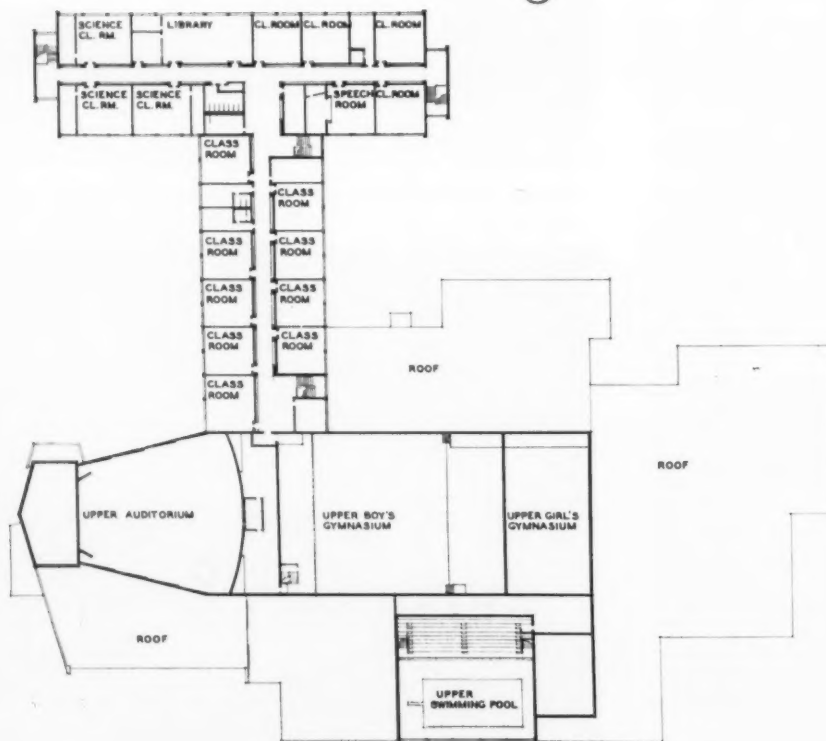
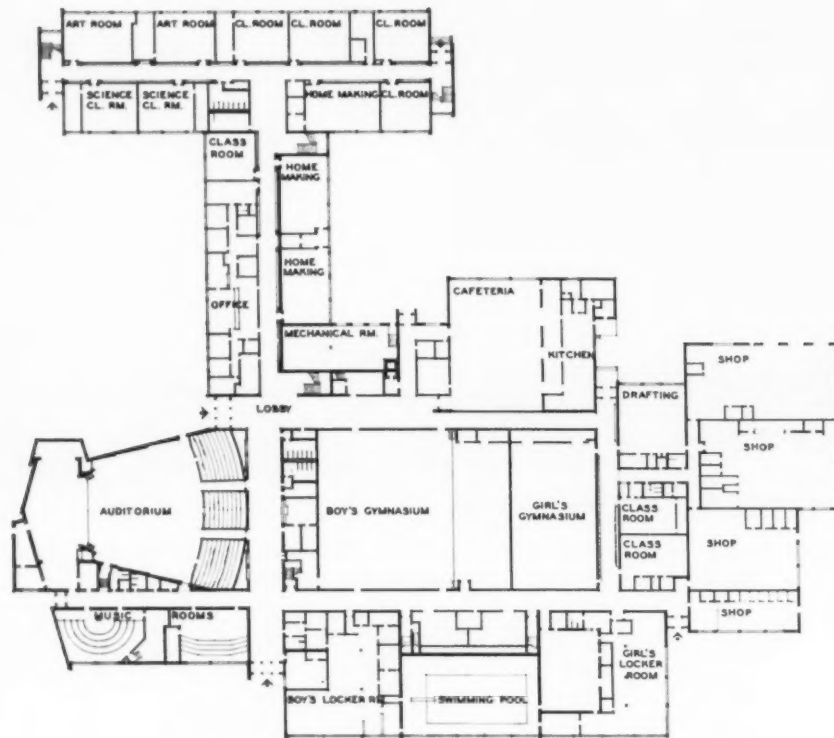
Interior partitions are of generally light weight concrete block with multi-color paint. Aluminum projected windows were used throughout, assuring a minimum of maintenance.

Ceilings are of Fiberglas acoustical tile ceiling board with exposed metal grid. Hollow metal doors and frames are used throughout the building. First floor corridor floors are terrazo, with vinyl asbestos tile being used in second floor



Above, a west-side view of the school building. Glazed tile and Mo-Sai were used for accent. Below, a view of the classroom wing.







A view of a typical classroom finished in concrete block, showing fluorescent lighting. Multi-color paints were used throughout the building.

corridors and in classrooms. Ceramic tile floors are in shower rooms and toilets. Structural glazed tile wainscot is found in corridors, swimming pool, kitchen, and toilets.

McLain has 43 teaching posts with a normal capacity for 1290 pupils. An auditorium with a seating capacity of more than 1000, has a fully equipped stage and sound system. The cafeteria is so designed that it is capable of serving 1500 students in 80 minutes with 340 seats.

Gymnasiums

A competitive gymnasium (boys'

gym) has folding bleachers on first and balcony floors that will seat in excess of 2000 spectators. One set of bleachers with a reverse fold forms a wall partition when folded back, thus providing an extra gymnasium which is used for physical education classes and wrestling. There is also a smaller gymnasium for girls as well as an auxiliary gymnasium to be used for corrective physical education exercises. Boys' and girls' locker rooms adjoin the gymnasium.

A swimming pool (competitive) is 30 by 60 feet and has a bleacher seating capacity for 374 spectators.

The industrial arts and vocational

education area, set apart from the remainder of the building to eliminate noise, consists of one room each for drafting, auto mechanics, welding, woodworking, machine shop, and diversified occupations. Adequate storage has been provided and toilet facilities are readily accessible to the area.

Adjoining the auditorium is an area for stage craft, dressing rooms, storage rooms, and toilets. Situated near the auditorium are choral and instrumental music rooms. The instrumental music room has built-in risers, a store room, and two sound-proof practice rooms. This room, as well as the choral music



Left, the completely-equipped foods room in the homemaking department. Right, the woodworking shop. Also located in this area are rooms for drafting and welding.



The new IBM Electric: Don't be swayed by its beauty

Frankly, the new IBM Electric was styled to catch your eye and grace your classroom. However, there are even sounder reasons to choose this fine typewriter. Look beyond its looks, and you will discover the most perfectly engineered product of its kind.

MADE TO LAST

At IBM, every conceivable quality test is employed to make sure that the IBM Electric will give you years of satisfactory service with a minimum of "down-time." In one interesting experiment, a number of IBM typewriters were connected to robot units and subjected to an intense endurance run. Operating at high speeds—night and day—each typewriter typed 56,000,000 characters in 138,750 tightly packed paragraphs on almost nine miles of paper. This is equivalent to 5 years of normal office use—yet the typewriters showed remarkably little wear.

The perfect teaching typewriter, the IBM Electric offers many features to help the student raise his standard of performance. For example, the responsive "Buoyant Keyboard" lets him adjust key pressure to his individual "touch," thereby reducing finger fatigue and helping him develop increased confidence and skill.

CUT CLASSROOM CLATTER

Even the sound of the IBM Electric is right. Working with sensitive recording instruments, IBM engineers have filtered out all harsh noises while preserving the low, smooth sound needed to maintain typing rhythm.

Service, too, is an important part of the IBM Electric story. IBM Customer Engineers are trained in every function of this precision instrument. They'll keep your IBM Electrics working at their very best for years.

Why not have our local representative show you the IBM Electric and tell you about the facilities of IBM's Educational Services Department. We feel sure your school will want to take advantage of the experience and the exceptional services that have made IBM the leader in the electric typewriter industry.

THE IBM ELECTRIC



Its beauty is just a bonus



A view of the swimming pool which measures 30 by 60 ft.
Bleacher seating accommodates 374 spectators.



The boys' gymnasium has bleacher seating for more than 2000 spectators. Reverse fold bleachers form wall partition.



The auditorium, with a seating capacity of more than 1000, is fully equipped with a stage and sound system.

room, is equipped with microphones, wired into the intercommunication system so that programs can be broadcast from these rooms to all parts of the building. Students may enter the auditorium stage or orchestra pit directly from these two rooms without passing through any other part of the building.

Five rooms have been designed for science instruction—a physics room, a chemistry room, and three biology rooms. The library consists of a large reading room, an office and stock room, and a conference room for committees and small group library study.

A large art room and an auxiliary room, specially equipped with cabinets and kilns, comprise the art area. In the homemaking department a clothing room with fitting room has been provided. There are also a foods room and an all-purpose room with laundry and storage between.

A speech room, equipped with a small stage is used in the language arts classes. Four English classrooms are in this area.

Four mathematics classrooms and four social studies rooms complete the classroom areas.

Offices

The offices include an outer office, offices for principal, assistant principal, dean of girls, and counselors. There are also a conference room, a mimeograph room, and a nurse's clinic.

Heating is provided by low pressure steam boilers, gas fired. In the classroom wing, unit ventilators induce fresh air into each room, with individual room temperature control. The auditorium, physical education, and shop areas have air handling units with high fresh air rate, ductwork connected to room space.

Administrative offices have a package air conditioning unit, with ductwork connected to the several spaces.

Lighting for classrooms and other low ceiling areas consists of two-tube, rapid start, shielded fluorescent fixtures. Mercury vapor incandescent lighting is used in the gymnasium.

The building is equipped with a public-address system, console controlled, with two channel sound system with vocal audio arrangements for the gymnasium, auditorium, cafeteria, and speech room.

McLain is so designed that it may be added to if future enrollment makes additional classroom space necessary. Strategically located corridor gates make it possible to isolate areas of the building being used for special events from the remainder of the building.

The new school has a floor space of 171,183 square feet. Its total cost, including site work and built-in equipment, was \$2,319,464, or \$13.55 per square foot.

Parking facilities, when fully extended, will accommodate 400 cars. ■

selection, procedures, and financing details
of an intern program for —

Training School Lunch Managers

TALFORD M. GAINES

Supervisor, Pinellas County School Lunch Program
Clearwater, Fla.

One of the desired goals of a school lunch administrator is to work with local, state, and national organizations to bring the school lunch personnel into the realm of occupationalism. A step toward this goal was accomplished in Pinellas County, when, in order to meet a real need for trained managerial personnel, the school lunch department presented to the county board of public instruction an intern program for the training of lunchroom managers.

As in most areas where the population is growing, Pinellas County is faced with an administrative problem familiar to most educators — overcrowded educational plant facilities with seemingly no end in sight. This county school growth first became significant in 1948, when the enrollment began rising 10 per cent every year until 1957-58. Since then, the increase has been 16 per cent annually.

This sharp increase over the last two years has caused the school lunch department to face many new problems. Because Pinellas is a resort area, the competition for personnel is great. One of the immediate and most pressing problems is the shortage of qualified managerial personnel, at least personnel interested and willing to take over the complexities of a manager's responsibility without previous training. Previous experience in food service has its own peculiarities; therefore, any person taking the responsibilities for the operation of a school lunchroom must be taught the methods of the school lunch program.

Selection of Candidates

In selecting candidates for the intern training program, the first consideration should be given to employees already working in the school system. Of the first group of applicants in Pinellas

County, four met these requirements:

1. *Age* — the person must not be over 50 nor under 25 years of age.

2. *Physical fitness* — must pass a doctor's physical examination and qualify for a health-department food handler's card.

3. *Aptitude test* — must be able to pass a suitable written and oral aptitude test.

4. *Education* — managers working in schools below 750 school-lunch average daily attendance, must have a high school diploma or be working toward such a diploma; managers working in school-lunch with average attendance of 750 or over, must have two years' college credit or be working toward such credit.

5. *Personality* — candidates must have a pleasant and diplomatic personality.

6. *Experience* — quantity cooking and baking is an important qualification in the selection of candidates.

7. *Transportation* — each candidate taking the training is expected to provide his own transportation.

Procedures of Work

Over the past two semesters, the four interns in training have been on the job in school lunchrooms of all sizes, actually doing the cooking, baking, record keeping, purchasing, and making out of menus. The interns have been sent to the schools where it was thought the work in the lunchrooms was being done particularly well.

As circumstances required, the interns have been pulled out of a school to substitute for cooks, bakers, and managers in cases of illness or other emergencies. Interns have been relieved from work in school kitchens in which cooks and bakers have had repeated failures in a product; they have been transferred

to work in schools where the product is a success.

For classroom instruction in food preparation, sanitation, and nutrition, the interns meet twice a month with the field nutritionist of the county schools.

Upon completion of their training, the present interns will go back into the schools to fill any job which is open, until a vacancy in a manager's job occurs. The interns agree to stay in the schools at least one year after completing the training. When a manager's job occurs, the interns are given the first opportunity to be interviewed by the principal for the position.

No intern is guaranteed a job, as manager; however, the school lunch department has had no trouble placing these people. Most of the interns are now placed, pending completion of new school buildings.

This type of training program for school lunch personnel results in a reserve of trained managers who are ready to take over with confidence, any size school, at any time. The program relieves principals of the task of finding qualified persons to take over a lunchroom operation, a problem which now takes a great deal of their time away from classroom curriculum.

Financing an Intern Program

In financing an intern program, the local wage scale is to be considered in setting a salary for the training interns. It is felt that in order to attract the most desirable personnel, the intern's weekly wages should be five to ten dollars above the highest paid cook or baker. Pinellas County is operated as a centralized school-lunch system and the intern's wages are paid out of school lunch receipts. The students' money has never made a better investment. ■

The Bucks County Technical School

BENJAMIN J. NOVAK

Vice-Principal, Frankford High School, Philadelphia, Pa.

Vocational and technical schools in the United States are being organized in an interesting variety of patterns. Many are operated by local districts. Others are entirely state controlled. County schools are common. Newer arrangements feature several county regional schools, or area organizations combining the efforts of local districts in part of a county.

The new Bucks County Technical School, on the northeast boundary of Philadelphia, has been the object of careful planning since 1951. It is an area school, serving the lower part of the county, and comprising seven co-operating school districts. There are many features that promise to be advantageous over older organizational patterns. If these superiorities are realized, credit may be ascribed to a happy combination of many factors. Intelligent citizen, school, labor, and manage-

ment groups all co-operated in working toward a large goal serving the common good. Enlightened federal and state legislation played an important role, and competent leadership joined all the components into a co-ordinated unit.

The postwar II industrial and population growth of the Delaware River Valley has been so spectacular as almost to defy up-to-date statistical reporting. To identify some industrial giants is certain to overlook others that are just as important. A leader in the parade was the mammoth United States Steel Company's Fairless plant. Built on square miles of farmland, it is the largest steel plant ever constructed at one time. Ore boats ply their way up the river from Venezuela. Almost overnight sizable cities sprang from drawing board to full blown reality. Seemingly from nowhere appeared bustling wharves, refineries, chemical plants, and

many other industrial and technical enterprises. Schools and recreational facilities were not forgotten, nor was the need for public technical and industrial education overlooked.

As early as 1951, representatives from labor, management, and six school districts of lower Bucks County formed a committee to develop local vocational and technical education. The Pennsylvania state co-ordinator for trade and industrial education, operating out of the University of Pennsylvania, offered key assistance in the planning.

The area technical school organization promises several advantages. The co-operation of relatively small units makes possible a larger practicable-sized working unit, while travel distance remains reasonable. Control is closer to home than it's likely to be in more remote state or county units, although some potential dangers still exist. For



An exterior view of the new Bucks County Technical School in Pennsylvania. Architects were Micklewright & Mountford of Morrisville, Pennsylvania. George M. Schaffer is principal of Bucks County Technical School.

example, under the law there is the unlikely possibility that an area technical school could be under the control of a county board of directors, none of whom come from any of the districts supporting the school. With this possible eventuality in mind, the joint board of technical education for lower Bucks County secured the authority to be the operating board for technical education. Thus, the area technical school is in some respects like a department of comprehensive high schools. In other respects, it resembles a separate school district for which a joint committee of the board meets at monthly intervals.

Financial subsidy is obtained from federal and state funds in the usual manner provided for the support of vocational education.

A Dream Approaches Reality

Early organizational plans for the technical school called for a jointure of the board members of the seven co-operating districts. This was shortly modified to the area pattern just described.

A general advisory committee was established of persons from business, labor, and industry. Three surveys were made at different times of student occupational interests in grades nine, ten, and eleven. One in 1952 covered the entire county, another in 1953 included the lower county, and the third in 1956 was limited to the Bensalem, Delhaas, Morrisville, and Pennsbury High Schools. Other surveys and studies included the population growth of the area, number of industrial and business establishments, occupations in these businesses and industries, employment possibilities, and occupations of parents of students.

Careful review of these population, industrial, and employment data led to the selection of occupations in 18 trade areas. These were: Auto Body Repair, Auto Mechanics, Building Trades, Commercial Art, Cosmetology, Drafting, Electrical Construction, Electronics, Foods Preparation, Industrial Chemistry, Instrumentation, Machine Shop, Medical and Dental Secretary, Practical Nursing, Printing, Retail Sales, Sheet Metal, and Welding. Advisory Committees for each area were organized, to aid in the detailed planning. No less than 46 companies are participating on advisory committees.

The building is on a 47 acre plot of land on Newportville Road, near the Pennsylvania Turnpike. The location is central in relation to the participating high schools, and to the major industries. The million-and-a-half dollar structure has a "T" shaped floor plan, and the building has an attractive, yet practical factory type construction. Be-

cause of the curriculum there are no classrooms. All instructional areas consist of shops and laboratories. It is interesting to note that the shop area is entirely without corridors. This was prompted by the following considerations:

1. Corridors are not needed because convenient exterior entrances can be used.
2. Absence of corridors permits greater utilization of space for instruction.
3. Less maintenance is required.
4. The arrangement more nearly simulates industrial facilities.

The construction permits additions to be made easily as population increases, and the resale value should be high if a shift of location should ever become necessary.

Students attend the technical school fifty per cent of their school time.

Instruction is provided in occupational skills and related subjects like mathematics, science, blueprint reading, and trade theory. The related instruction is taught in the shop or laboratory by the trade teacher. These instructors are well qualified, being required to present the minimum of six years of trade experience and 30 semester hours of professional preparation prescribed by the state.

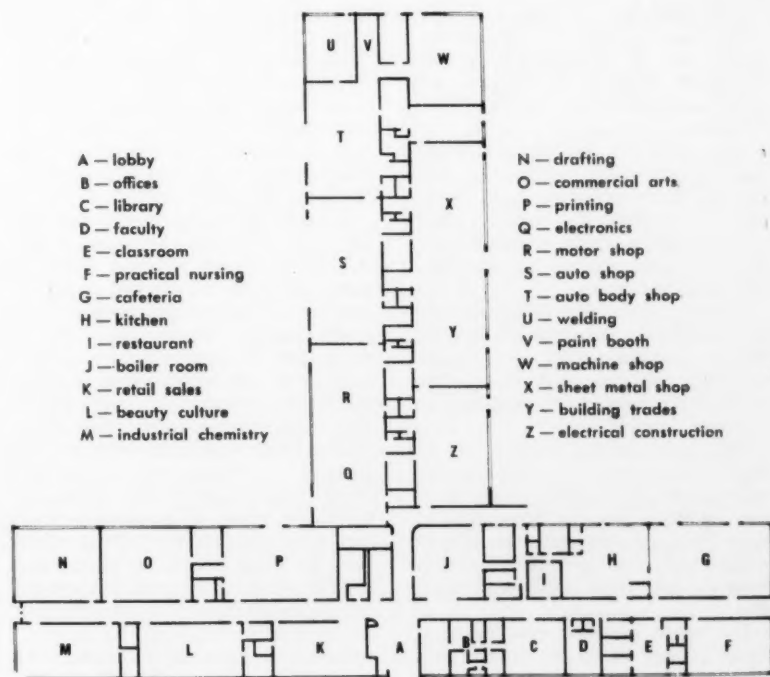
The students spend the other half of their school time at their home high

school, where academic subjects, athletics, art, music, and other activities are provided. Opportunity is available for the election of subjects meeting college entrance requirements. Pupils thus do not lose their identity with their home high school, which also issues the diploma of graduation.

The Bucks County Technical School serves day school students whose needs fall in one of the following main categories:

1. Those whose primary purpose is entry upon gainful employment after high school graduation.
2. Those planning to continue their formal education after graduation, and seek to become technicians at an employment level between that of the skilled worker and the professional engineer.
3. Those having to leave school before graduating may acquire skill in operating one or more machines, thus acquiring a marketable skill, and becoming a useful and productive citizen.
4. Those with physical handicaps may acquire skills enabling self-sufficiency in society.

Adult education is projected, with extension instruction for the employed, and pre-employment training for the unemployed. Related instruction is available for apprentices, and rehabilitation training for the physically handicapped.



how a consultant can help the school official and architect
achieve functional and economic school plants —

The Role of the Educational Consultant

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In school building planning, specific principles necessarily grow out of the peculiar function of education and present problems which exist in no other architectural scheme. The question then arises, is it desirable for the board to secure the services of an educational consultant?

Unfortunately, some sharply critical things have been said by both the educators and the architects who have sometimes failed to evaluate fully each other's specialized skills and know-how in building planning.

The writer has seen not only school buildings which were constructed without the advice of educational consultants, but buildings constructed without the planning or advice of an architect. In both cases, the results sometimes have been unfortunate.

Granted, then, that no school system should plan or construct a building without qualified service of an architect, does this mean that the qualified architect is, ipso facto, qualified to construct a school?

The answer to this question can be discovered by any informed person who will inspect typical schools whose planning architects were not experienced in educational problems and who worked without competent consultative advice. Some examples might illustrate the need here:

The writer has seen schools which, though planned by competent (but non-specialized) architects failed to so orient

the building as to provide maximum use of natural light from windows to the left of the students. In one otherwise excellent building these factors were noted: (1) all kindergarten drinking fountains, lavatories, and toilets seats were at standard height for adults; (2) seats and front-wall blackboards were so arranged that all natural lighting in three rooms came from the students' right whereas, by merely placing the blackboard at the other end of the room, the light source would have been on the left; (3) in two rooms the major light source was so far toward the front that extreme glare was directed into the field of vision of all pupils.

In other buildings, likewise built by competent architects who were not specialized in school problems, each of these factors has been noted in one or more cases: (1) high-gloss wall surface above and below blackboards; (2) use of multi-tube fluorescent lighting fixtures with alternating-current phases synchronized, allowing "stroboscopic effect" on vision in shops where moving machinery was being used by students; (3) stairways built in violation of standard safety rules governing width, placement of handrails, tread-riser ratio, and gradient, all of which must be planned with the pupils' age level in mind; (4) nurse's room location on second floor; (5) complete failure to plan in terms of "room-unit" arrangement (grouping and location of rooms determined by the functional

relationships existing among the specific purposes each room serves); (6) failure to provide for locking off of the rest of the building when only some parts are required for evening or week-end activities.

Architect Must Be Informed

It must be remembered that, especially in the case of smaller schools, the superintendent may be inexperienced in building planning. The architect, no matter how well qualified otherwise, must then either be well informed on the peculiar problems of schools or must have the services of a competent educational consultant. For example, the qualified educational consultant, though he will not attempt to advise on matters which only trained engineers and architects can decide (structural safety, stress and strain, for example), will be able to give essential information relating to many educational planning problems, including such matters as: (1) standards of pupil-station utilization; (2) standard space requirements of the site; (3) standard per-pupil supply of water; (4) room-unit arrangements for maximum educational service and economy of program planning; (5) certain safety features based upon national surveys showing comparative data on frequency of accidents and injuries resulting from specific causes at various grade levels; (6) probable population changes as affecting site selection and future building needs; (7) current

trends in curriculum needs influencing school planning; (8) desirability or undesirability of certain service facilities.

The last item mentioned provides an excellent example of the service that can be rendered only by a competent educational consultant. In one case that came to the writer's attention, the consultant persuaded the board and superintendent to shift from a contractual plan of school transportation to a system of school-owned and school-operated buses. He had survey results to show that, for the particular needs of that school system, contracted transportation was unduly expensive. The plans were changed to provide for service shops that would serve both for repair of school-owned buses and high-school shop courses.

In another case, the consultant persuaded the school authorities to provide, in connection with the swimming pool, special facilities for therapeutic treatment and exercise for orthopedically handicapped pupils—new facilities of which the superintendent and the architect had never heard.

Additional Roles

It is the job of the educational consultant to be familiar with new educational devices, curriculum trends, and school research findings. The general architect, unspecialized in school plant planning, may be unfamiliar with vital facts pertaining to peculiar plant problems of educational institutions. For example, if a gymnasium-auditorium is planned, will its use as an auditorium justify the additional costs? What rooms should be planned with easiest access to the auditorium stage? Should the chalkboards be of slate or of other material? If the school has a program of clinical guidance and referral, what special facilities should be provided in the building specifications?

Should the library be centralized or distributed? If a study hall is used at the high school level, how many pupil-stations should be provided for every hundred pupils enrolled?

Another need of the consultant's services is seen in the occasional case of a "monument builder"—the architect or other building planner who obviously wants to create a structure which will serve, in its outward appearance, as a monument to himself. Here sometimes lies the justification for recent attacks upon educational administrators and boards who have been accused of building palaces and wasting the taxpayers' money. Fluted columns, expensive towers, *oeil-de-boeuf* windows, extravagant gymnasiums for small high schools, ceramic decoration wastefully used, ornate entrances, massive masonry walls, and vast reception rooms—these are some of the pet projects of occa-

sional men whose aim seems to be that of building memorials to their own creative talents rather than that of providing maximum educational facilities at minimum cost to those who pay the bill.

Knows Limitations

The good educational consultant knows the limitations of his function and service. He does not pose as an architect or as an engineer. He also is aware of certain ethical requirements. If employed by the board to advise only the superintendent and the board, he reports directly to them. He does not attempt to supervise the architect or interfere with his work or plans on the job. He knows that the architect is qualified to perform certain services that the consultant cannot perform. His function is purely that of consultation, research, and suggestion.

Misunderstanding concerning his own role and limitations has sometimes created unnecessary antagonism and mistrust, the result being that some architects have developed strong hostility toward the use of educational consultants under any circumstances involving building planning. But the writer has seen at least one case in which a group of architects and educational consultants met to discuss their common problems and differing roles. The architects represented a state organization of architects. The educational consultants were members of a university faculty and included specialists in school administration, curriculum, school law, finance, and educational planning.

Hostility melted away when the consultants, early in the meeting, made it clear that they recognized both professional and ethical limitations upon their own functions. And the conference resulted in the proper working relationships and the functions necessarily performed by each group. They agreed that a competent educational consultant with appropriate experience can serve a valuable function in the advising of the board, in analyzing the total educational needs, in identifying and analyzing educational problems of the community, in collecting, assembling, and evaluating factual data and helping to plan ways of interpreting such data to the taxpayers, in predicting long-term enrollment probabilities, in analyzing financial resources, in helping the architect to appraise present plant and site adequacy in relation to the needs of the school system, and in consulting with the administrator in matters relating to maximum utilization of facilities.

Exercises No Authority

The competent consultant takes an

overview of the local situation in the light of national trends, specific community needs, and available resources. He serves only as a consultant. He exercises no authority whatsoever. Properly he may work on a *per diem* basis so far as his fee is concerned. Or he may work on a project basis; though generally it would seem that the *per diem* basis is preferable, provided there is clear understanding beforehand concerning possible travel expenses and an equally clear agreement concerning termination of services.

With these understandings, it seems unnecessary that conflict should exist between consultants and architects but that, working toward the goal of greater plant facility at minimum cost, they can find mutual benefit in a harmonious working relationship.

A competent educational consultant sometimes is a man who has been a school administrator, has taught school administration, has spent much of his life in studying the problems of education, and has faced and solved problems of classroom scheduling, building finance, curriculum revision, and plant maintenance. He is familiar with the research findings of many organizations and professional specialists in education. He understands the problems of school-community use of plant facilities, of determining the probable space needs of libraries and other service areas of the plant, of arranging room units in terms of the needs of departmental and of nondepartmental organization, of avoiding the construction of buildings that will outlive their usefulness, and of proving unit arrangements of space to facilitate integrated curriculum planning by departmental teachers who must occupy separate classrooms. He knows the standard recommendations for such special facilities as may be needed in teaching children who are physically handicapped. He is familiar with standard recommendations on square-foot allotment of space per pupil-station in such various facilities as laboratories, lecture rooms, art rooms, auditoriums, and libraries. He is familiar with the peculiar problems of school inventories, supply disbursement, and record filing; and he knows that these problems in the schools are different from the correlative problems in other types of institutions.

A competent educational consultant can help the school administrator and the architect in their effort to provide both functional and economic gains. He cannot build a school building; but, as a specialist in the complex problems of school plants and educational services, he can render distinct aid both to the architect and to administration, both to the children and to the taxpayers. ■

concerned with upgrading the superintendency
to match the needs of our time —

The 1960 AASA Convention

"It's been a great convention!" These words of Forrest E. Conner, superintendent of schools, St. Paul, Minn., and the new AASA president, expressed the sentiments of most of the more than 19,000 educators, school board members, exhibitors, and guests who attended the 92nd annual convention of the American Association of School Administrators (AASA) in Atlantic City, N. J., February 13-17.

An absorbing theme — *Creating and Coping with Change* — along with addresses, discussions and exhibits provided information and inspiration for the profession to draw on in months to come.

Discussing the convention subject with reporters, the presiding AASA President, Martin Essex, disclosed that the theme was chosen as a way of upgrading the superintendency to match the needs of our time. Pointing out that change itself can be traced to education, he stressed that educators must learn how to use this change so it will not become their master.

Highlights

Five relevant issues were the subject of the main addresses at the general sessions — spiritual values, international affairs, economics, communications, and improving the administrator. Among the highlights were:

At the devotional service, Secretary of Agriculture Ezra Taft Benson, said: "The biggest part of America's job — is spiritual. . . . Education must have its roots in moral principles. If we lose sight of that fact in our attempt to match our educational system against that of the materialists, we shall have lost far more than we could possibly gain. . . . The history of all mankind shows very clearly that if we would be free — and if we would stay free — we must stand eternal watch against the accumulation of too much power in government."

That "the kind of world we seek must be based on a sound underpinning of education," was hammered home by Eric Johnston, president of the Motion Picture Association of America. Holding that "freedom and democracy are never easy to grasp (and) require literacy, understanding, basic concepts — all the tools that education supplies," he warned that "without education, these are empty words, cheaply traduced and counterfeited by the enemies of freedom."

George Romney, president of the American Motors Corporation, voiced his conviction that "meeting our educational needs depends (in part) on . . . a recapturing of inspiring faith in our traditions and institutions, and an imparting of that faith through our schools and elsewhere."

Recalling that "our educational programs were originally developed for generations who were to establish American liberty and settle a continent," he declared "the present and future generations must be educated not only to achieve a new and higher age in America, but to assist peoples everywhere in establishing their own liberty and the economic means of pursuing their personal development within their own cultures."

An example of the changes brought to pass by science was provided by Donald E. Stullken, aviation physiologist at the Aviation School of Medicine in Pensacola, Florida, who used slide films and recordings to portray the first trip through space and safe return to earth of living creatures aboard a U. S. Army Jupiter missile.

If we are to meet, keep up with the change thrown at us by this new era of space travel into which we are plunging at head long speed, Mr. Stullken said, "we must have men with vision and understanding — well trained, well educated men to meet and solve the complex problems as they arise."

Appealing to the school administra-

tors present to "expand and improve and create an educational system to produce these men," he pointed out that while "much has already been said and written about the need for scientifically trained personnel, we must not neglect the arts, either, or we will wind up with a race of technicians unable to appreciate the finer things of life and develop our culture apace."

Looking into the future, Herold C. Hunt, of the graduate School of Education at Harvard, prophesied that the administrator who would serve adequately today and meet tomorrow's challenge must have philosophical, historical, political, and social science background to enable him to judge sensibly the ends for which change serves. "If he is to devote his mind primarily to matters of innovation, which the future increasingly will demand, his skills in handling operational matters must be so well developed as to be routine in nature," he commented.

Considering another aspect of the problem, Harold Benjamin, Emeritus Professor of Education of George Peabody College for Teachers, emphasized that since "in our kind of society the basic reforms must be understood, accepted, and carried out by the people themselves . . . the general area that includes adult education and community-school relations remains a crucial field for administrative attention."

Discussion Meetings

All levels of education and a host of subject fields were represented in the comprehensive refresher training offered by the convention through 119 separate discussion sections and 25 sectional meetings staffed by a faculty of 1404 speakers and panel participants.

Here the pros and cons of such controversial issues as federal support of education and the year-round school were aired and do's and don'ts defined for problems as far apart as under-

pinning administrative action with sound theory and the role of the superintendent's wife. In the diverse educational menu were topics as practical as *How To Get More for the School Building Dollar* and as forward looking as *The Impact of Electronic Instrumentation on Instruction*.

James B. Conant's report on his new study of the American Junior High School and a candid evaluation of Soviet education as observed by a group of practicing administrators from American schools proved to be popular features.

At the Exhibits

A visit to the exhibits area housing the displays of nearly 500 school supply firms afforded still other opportunities for learning. The \$10,000,000 array of the latest educational materials and equipment "beggared description."

In this supermarket of school wares which Virgil Rogers, dean of the Syracuse University School of Education, described as the "greatest show on earth of its kind" were products ranging from traditional tools of teaching to the most modern electronic aids. There were materials for constructing and for furnishing school buildings as well as maintenance equipment and janitor supplies. Facilities to create a physical environment conducive to learning vied with machinery fashioned to simplify administrative tasks.

One of the high spots of the exhibit was the architectural show whose 400 photographic mountings covered a third of a mile of wall space. Physical facilities to make learning materials readily accessible to pupils and teachers were featured in many of the building plans. This year more emphasis was placed on secondary schools than in the past. About 30 of the exhibited designs will be included in a *School Building Film-strip* to be released by the American Association of School Administrators in May.

Other Events

Contributing to the convention's convivial atmosphere were a wide choice of social functions ranging from informal coffee hours to formal dinners, and, as usual, the musical entertainment provided by the Associated Exhibitors concluded the convention.

Awards

Adding an element of glamour to the convention fare were several ceremonies honoring outstanding achievements in education.

To John W. Studebaker, former U. S. Commissioner of Education, now chairman of the editorial board of *Scholastic Magazines* went the coveted American Education Award of the Associated Exhibitors. Golden keys were presented to James R. Wiggins, executive editor of the *Washington (D. C.) Post*, and Mrs. Ethel Gower, the teacher who most influenced his career.

Three illustrious educators who have made their mark in the world—Harold

B. Clifford, Walter D. Cocking, and James B. Conant—were the recipients of AASA awards for distinguished service in school administration and two promising young men—Gregory C. Coffin and E. Maylon Drake—were helped up the ladder to success by winning the S. D. Shankland Memorial Scholarships for graduate study in school administration of the Associated Exhibitors.

Activities of School Board Members

As contributors or observers, many school board members participated in the activities of the convention. Speaking as a program panelist at the opening general session, NSBA President Robert E. Willis called a good school administrator the key to having a good school board, written policies, and encouraging board members to attend state and national clinics.

Later, he, in turn, was recognized by AASA president, Martin Essex, with a citation lauding "membership on a board of education as the most respected governmental service in an American community" and hailing "the respect and prestige of the National School Boards Association (NSBA) as one of the great developments of our decade."

In remarks before a luncheon meeting

of chief state school officers, NSBA executive director, William Shannon, expressed concern about the burgeoning Federal-State governmental superstructure being created with National Defense Education funds calling on these officials to make certain that as increasing federal money becomes available, it is channelled into those areas where it can do the greatest good in providing a higher quality education for boys and girls.

Participating in the series of discussion meetings planned in co-operation with the NSBA on such topics as "The School Boards' Responsibility for Improving Professional Standards" and "Should School Boards Receive Remuneration for Services Rendered?" were such association leaders as NSBA vice-presidents, Roy O. Frantz and Theodore Sargent, and the executive secretary of the Louisiana School Boards Association, Fred G. Thatcher.

Helen Radke, of Port Angeles, Washington, co-chairman of the joint NSBA-NEA committee, also helped by explaining school board matters to visitors to the National Association's exhibit booth. Another leader glimpsed on various occasions was James W. Whitehead who was gathering information for the Massachusetts Association of School Committees' *News Letter*. ■

Shown with members of his Akron, Ohio, board is AASA president, Martin Essex. From left to right: Paul Morehouse; Mr. Essex; Mabel M. Riedinger; Philip S. Sherman; and Clinton D. Barrett.



One area of the 1960 AASA convention exhibits: the world's greatest supermarket of school wares.

New Federal Aid Developments

ELAINE EXTON

Important legislative developments have quickened the hopes of those who wish the present Congress to adopt "a substantial" federal school support bill.

On February 4, 1960, after two days of debate the U. S. Senate by a vote of 51 to 34 approved a \$1,800,000,000 measure providing federal grants for public school construction and teachers' salaries over a two-year period.

Sixteen days later the General Education Subcommittee of the House approved a \$975,000,000 three-year program limited to school construction only, action which was subsequently upheld by the full education committee of the House which reported out this legislation (H.R. 10128) with minor changes.

New House Committee Bill

The Committee's compromise measure authorizing \$325,000,000 annually for each of three fiscal years to be apportioned to the states on the basis of school-age population (aged 5 through 17) combines features of the school bond debt-retirement assistance plan favored by the Eisenhower Administration with direct grants for construction of public school buildings.

During the first year of the program the federal contribution would be in the form of straight money grants with no matching by the states required.

In the two succeeding years when matching would be mandatory, the states would have the option of either: (1) accepting and matching capital grants to finance school construction on a 50-50 basis, (2) obtaining federal funds to pay one half the principal and interest on bonds or other obligations

issued to finance school buildings, or (3) using a combination of both these methods. Under the bond-financing option the Federal Government would share with the states the cost of paying off up to a maximum of roughly \$1,300,000,000 in new construction bonds over a 20 to 30 year period.

Compromise Strategy

The new school aid measure is part of a carefully devised strategy whose target is a bill that stands a reasonable chance of passage—one which will be able to clear the Rules Committee for

floor debate and be acceptable to the White House.

It has been worked out to provide a substitute for the modified Metcalf bill (H.R. 22) authorizing \$1.1 billion annually over a 4-year period for school construction and teachers' salaries which has been pigeon-holed in the Rules Committee of the House ever since it was reported by the House Education and Labor Committee last May.

Congressman Frank Thompson, Jr. (D., N. J.) and others active in the fight to achieve a compromise have repeatedly said that "in the House it is perfectly evident that we cannot possibly hope to get H.R. 22—the Murray-Metcalf bill—out of the Rules Committee."

House leaders like Speaker Sam Rayburn (D., Texas) and Representative John McCormack (D., Mass.), the Democratic floor leader, have indicated their belief that at this session no bill containing grants for teachers' salaries could pass the House.

Even if an aid-to-education measure clears the Rules Committee, it is by no means certain that it will be able to survive the political cross-currents in the House which twice have proved a graveyard for school construction legislation in recent years (1956 and 1957).

And, in the event that efforts to steer an education measure through the House succeed, when it is sent to conference with the Senate, will a compromise emerge that President Eisenhower would be willing to sign into law? The possibility of a Presidential veto was raised again soon after nine Republican Senators had voted with 42 Democratic



Senators to pass a Democratic-sponsored measure which was adopted by the Senate by a vote of 51 to 34, far short of the two-thirds vote required to override a Presidential veto.

When asked to comment on this development at a news conference, President Eisenhower answered: "I can't imagine anything worse for the Federal Government to be into (than teachers' salaries). I do not believe the Federal Government ought to be in the business of paying a local official. If we're going into that, we'll have to find out every councilman, and every teacher and every other person that's a public official of any kind, or public servant, and try to figure out what his right salary is."

With such tough obstacles still in the path of aid-to-education legislation, as this article went to press in early March the question of whether the 86th Congress can pass a bill which will become a law and actually provide assistance to the nation's schools and schoolchildren was still debatable.

Senate Action

Like H.R. 10128, the modified McNamara-Hart bill (S.8) which emerged from the full Senate Committee on Labor and Public Welfare provided for an emergency program of school construction aid, although the last-named differs in the annual amount authorized (\$500 million compared to \$975 million), the duration of the program (2 years compared to 3), and its limitation to flat matching grants.

Due to the amendments adopted in the course of floor debate, the Senate finally passed a Murray-Metcalf type of measure sanctioning the use of federal funds for teachers' salaries as well as school construction which goes far beyond the Administration's legislative recommendations in cost and scope.

Drive for Teachers' Pay

The first effort to put teachers' pay funds into the pending legislation failed to carry.

In urging the enactment of his amendment Senator Joseph S. Clark (D., Pa.) told his colleagues that it would make "the following changes in S. 8. First, it increases the authorization from \$500 million a year to \$25 per child of school age, which amounts to \$1.1 billion during the current fiscal year. Second, it authorizes the aid for an indefinite period, rather than for a 2-year term. Third, it authorizes the states to use the federal aid either for school construction or for teachers' salaries, with each state having freedom of choice as to the proportion it would devote to each purpose." His proposal was defeated by a 44-44 tie vote.

Subsequent parliamentary maneuvering in which Senate Majority Leader Lyndon Johnson (D., Texas) moved "to reconsider the vote by which the Clark Amendment was rejected" and Minority Leader Everett Dirksen (R., Ill.) counter-moved "to lay that action on the table" led to a surprise denouement in this legislative body where a

tie vote can defeat an amendment but cannot "table" one.

Again a vote of 44 to 44 was reached. Ascending to the presiding officer's chair Vice President Richard Nixon, who is on record as favoring federal funds for school construction, cast the tie-breaking "yea" which blocked the Clark Amendment providing aid for teachers' salaries.

His opposition was in contrast to the supporting role played by the Senate's leading Democratic presidential aspirants (both declared and undeclared)—Hubert H. Humphrey (Minn.), Lyndon B. Johnson (Texas), John F. Kennedy (Mass.), and Stuart Symington (Mo.)—all of whom were recorded not only for the original Clark plan but for the modified Clark-Monroney version which finally won acceptance.

Two changes in the Clark Amendment offered by Senator Francis Case (R., S. Dak.) were beaten down. His proposal that the \$25 allotment per school-age child be reduced to \$10 making the cost of the bill 40 per cent of what it would be under the Clark Amendment (a little more than \$400 million instead of \$1.1 billion a year) lost on a voice vote and his subsequent recommendation that the \$25 allotment be scaled down to \$15 lost on a roll call vote of 54 to 33.

Attempting "to find a middle ground" Senator A. S. Mike Monroney (D., Okla.) suggested a modification of Senator Clark's proposal which would reduce the \$25 per school-age child amount to \$20 and put a time limit on the program—eventually set at two years—while retaining the Clark plan's authorization to use the federal money (917 million a year), if desired, for teachers' salaries as well as school construction aid.

This was subsequently adopted by the Senate by a vote of 54 to 35 and became the heart of the \$1.8 billion school support measure the Senate finally passed.

Private Schools Left Out

Two amendments (to the Clark Amendment) that would have extended federal aid to private schools were voted down.

Senator Warren G. Magnuson (D., Washington) submitted for adoption the same language that was incorporated in the Taft aid-to-education bill which passed the Senate in 1949 (S. 246), but this time the amendment which would allow the states to use the federal money in whatever ways are legal and constitutional in the respective states themselves was killed on a division (standing) vote.

Calling attention to the advantages of broadening the bill's scope to include "current expenditures for elementary and secondary school purposes," Senator Magnuson said it would "solve the problem in regard to the parochial or private schools to the extent that the amendment will permit the states to do as they wish." In other words under its terms the states that

now provide books and bus transportation for private schools could have used the federal grants for these purposes also.

Trying another tack, Senator Wayne Morse (D., Ore.) co-sponsored with nine colleagues an amendment authorizing an additional fund up to a maximum of \$75 million annually for each of two fiscal years for making loans to private non-profit elementary and secondary schools for constructing school facilities. After a modification to assure that such loans would not be used to set up private schools in place of the public school system had failed of approval on a standing vote, the main Morse Amendment was defeated by a roll call vote of 49 to 37.

Administration Plan Defeated

Two amendments which would have converted the legislation to a school bond debt-retirement assistance program along lines backed by the Eisenhower Administration were also rejected.

A modification of the Administration plan sponsored by Senators John S. Cooper (R., Ky.) and Jacob K. Javits (R., N. Y.) as a substitute amendment for S. 8 failed of adoption by a roll call vote of 71 to 18.

Identical with the bill (S. 2637) they introduced last year, their proposal, as described by Senator Cooper would provide that "over a period of 4 years the Federal Government (should) meet the payments of interest and principal upon one-half of the bonds which a school district may issue—to the extent of \$1 billion a year in each of 4 years. . . . The Federal Government would guarantee to pay one-half of the interest and principal on such local school district bonds, as these payments become due over the life of the bonds, ranging between 20 and 30 years. The states would likewise commit themselves to pay one-half of the principal and interest payments."

Toward the close of the debate an attempt by Senator Everett Dirksen (R., Ill.) to substitute the Administration's measure authorizing allocations of up to \$600 million annually over a 5-year period to help local school districts in meeting the debt service or loans for building urgently needed public school facilities was defeated by a vote of 61 to 25.

Contrasting Views

Even after the final vote on the school aid bill had been announced, differences of opinion lingered on. Commented Senate Democratic Leader Lyndon Johnson: "This is a very proud moment for the Senate. In two working days we have passed one of the most far reaching and most constructive pieces of proposed legislation in which it has been my privilege to participate."

But Republican Senator Barry Goldwater retorted: "I think it was one of the dark days in the Senate's history, when we have once again said to the people of the country that they must rely on the Federal Government. I myself am ashamed of the action of the Senate today."

the AMERICAN SCHOOL BOARD JOURNAL

guest editorial —

A FORWARD-LOOKING STATE PROGRAM

Governor Nelson A. Rockefeller's message to the New York Legislature was a remarkable document because he puts his recommendation in terms of a philosophy of the individual—the forgotten man in this period of group dynamics. The philosophy is based on the belief (1) in man, the individual made is the image of his Creator as the supreme fact and the supreme value, and (2) in the true end of all just and free government is the fulfillment of man's hope for a life . . . of dignity, opportunity, and peace. The over-all program has five significant categories.

1. The Individual and Fiscal Integrity of Government
2. The Individual and a Growing Economy
3. The Individual and Natural Society
4. The Individual and the Administration of Our Laws, and
5. The Individual and the Family Needs

Of special interest here is the topic on the individual and his family needs, "the concern," which the Governor says, "is closest to all of us." It is the supreme purpose of a government to serve the people, and the first of these services is individual fulfillment to be achieved by education, culture, recreation, and the rational meeting of the problem of the aging. Education has the highest priority. In the new program for education in the state "*the keystone of this program will be new sources of school revenue*," and this is based on the obvious fact "that the local cost of education can no longer be met by property taxation alone." In the general message, Governor Rockefeller announced that he will send a special educational message advocating new local nonproperty taxes, additional State aid, the organization of new federated school districts with taxing power, and new State Equalization rates. The program is intended to increase the educational resources by a \$100 million for the school year 1960-61, for a state whose educational expenditures exceeds a billion dollars.

The special educational message was sent to the State legislature by Governor Rockefeller on February 15. Refreshing here too is the underlying philosophy, not merely money items, but what money should purchase. It recalls Gladstone's statement about budgets:

"Budgets are not merely affairs of arithmetic but in a thousand ways go to the root of prosperity of individuals, the relation of classes and the strength of kingdoms."

Governor Rockefeller's statement of his underlying philosophy opens the special message:

The worth of our society will be measured by the opportunity which we afford for individual fulfillment and for the realization of human dignity. Essential to the attainment of this opportunity for the children of our State is an educational process which equips the individual to develop to the fullest his natural capabilities and enables him to chart a richer and more meaningful life for himself and his family. Our educational system is the very lifeblood of our society and of our democratic heritage.

The subject of education has the highest priority; it must be faced boldly, courageously, and with imagination, and the action proposed "must reflect and implement the basic

and historical responsibilities of education both of the State and of the localities."

The education situation in elementary and secondary education in New York State is briefly summarized by the Governor. It costs \$1,670 million of which the State pays \$635 million or approximately forty per cent. The school population will increase by 100,000 annually during the next five years, with rising costs in all the elements going into education. The present legislation progressively increasing annually and automatically by around \$30 million. Because this increase is not enough, a four point program of additional State aid is proposed. The foundation and for all school districts is to be increased 20 per cent, from eight per cent to ten per cent. Rapidly growing school districts will be helped in a formula to aid all school districts by using not last year's figures of attendance but the current ones. A considerate move for school districts having large numbers of children who remain away from school on religious holidays, is the proposal to exclude all religious holidays from the calculation of attendance in apportioning State aid. A service to be given by the State is the preparation of standard building plans and technical advice for educational facilities made available on an optional basis, and in no way to affect the rights of school districts to retain architects or engineers to adopt, implement or disregard or reject the State plans.

Happily too the emphasis in the newer proposal is the assurance of the continuance of local control. Here too, we have a social as well as a philosophical basis:

A forward-looking education program must give due recognition to the historic role and responsibility of the localities. The concept of local control must be preserved and maintained for it has proven itself as the most effective means of assuring the maximum public interest and participation in our school system. In order to preserve the vital role of local communities in the educational process, they must continue to carry their share of the educational costs.

The individual proposal made for a nonproperty local tax is a county tax on telephone service for education upon the request to the Commissioner of Education, from the school districts of the county containing a majority of the public school children. This legislation is conditioned on the termination of the Federal tax in 1960.

The conditions precedent to making it possible for increasing local revenue to meet their share of the increasing cost of education is faced. The basic difficulty is thus stated:

The vast majority of individual school districts are not readily adaptable to the complexities of imposing nonproperty taxes; nor, in most instances, do the geographical limits of individual school district provide a sound economic basis for the composition of such taxes.

Instead of consolidation of districts for educational purposes the proposal is for consolidation for taxation purposes. The question would be placed on the county ballot when school districts representing the majority of public students in the county petition the county board of elections. The new school districts for taxation purposes would be federated school districts on a county or multi-county basis. A special federated school district of contiguous school districts on a less than county basis could be organized after the rejection of a referendum for a county or multi-county federated district. The Governor's comment adds:

This legislation in each case would require a popular vote for the establishment of a federated district. The people in

(Concluded on page 48)

Regina High School,
Iowa City, Iowa



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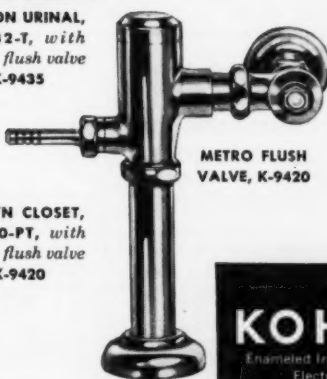
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THE SCHOOL SCENE

(Concluded from page 11)

structional methods but lack knowledge of subject matter, and

2. That subject-matter scholars often don't know how to teach.

The new program will attempt to develop scholar-teachers who will know how to impart the knowledge they have. It aims to set a training pattern which will assure a continuing supply of properly prepared high school teachers.

According to Dean Francis S. Chase of the education school, the new training program will:

1. Compress the methods courses needed for certification.
2. Expand knowledge of, and intensify research into, the subject to be taught.
3. Provide for a year of on-the-job training, "with a scholar looking over one shoulder and a teacher over the other."

When the prospective teacher completes the new two-year graduate program, he will receive the degree of Master of Arts in Teaching in his chosen field.

Full reliance on artificial lighting can eliminate glare and harmful variations in available light, Senseman added, and permits total blackouts for film or television viewing.

ESTABLISH NATIONAL HEADQUARTERS

Proponents of the technological revolution in the American classroom are establishing their national headquarters in New York City.

Through the newly formed Learning Resources Institute, prominent figures in education, business, and philanthropy will seek to adapt television, learning machines, records, tapes, and other technological developments to established teaching methods.

Critics have objected to teaching aids because they deplore the danger of dehumanizing learning and warn against the possible misuse of gadgets by teachers who fail to understand them.

The institute aims to meet the second danger, and as for the threat of overmechanization, leaders of the new approach hope they will be able to eliminate fears of harmful effects by showing there are some things that can best be done by machine, electronics, screen, and recording. The teacher thus may be given more time to apply his best efforts to personal teaching.

GUEST SPEAKER ELIMINATED

In Bethlehem, Pa., the board of school directors has approved the elimination of a guest speaker from the 1960 high school graduation exercises. The action was taken in order to curtail the length of the program and to place greater concentration on the student features of the program.

CONTINUING EVALUATION

Carl F. Hansen, district school superintendent in Washington, proposed to withhold automatic pay increases from teachers who do not receive a satisfactory rating in a continuous review of their work.

He told the school board that there is a "continuing necessity for the assurance that the performance of every staff member will be of acceptable quality. This means that annual increments and continued employment must be merited."

Mr. Hansen suggested that "teachers and school officials should be rated as satisfactory, unsatisfactory or clearly unsatisfactory."

factory." An unsatisfactory rating would be cause for dismissal and a conditional rating would hold a teacher at the current pay level. Two successive conditional ratings would lead to dismissal.

He said that a set of "evaluative guide lines" for rating teachers would be developed by a committee of teacher representatives and administrators. Evaluation would become "a continuing and constant responsibility of those in charge."

RULES FOR STUDENT CONDUCT ON BUSES

Following the discontinuance of bus service from Armonk, N. Y., to the Pleasantville high school, because of student vandalism, fast becoming a national problem, the school board of Union Free School District 5 at Armonk has adopted stringent rules for student conduct on the buses. On the resumed bus routes, the rules require: (1) boys and girls will ride in separate buses; (2) an adult monitor will ride in the boys' buses; (3) all students must register upon entering buses; (4) students found guilty of willful property damage will be prosecuted; (5) any student guilty of misconduct on a bus will be denied bus transportation for a month.

PRESENT SCHOOL FINANCING SYSTEM BACKED

Public education in the United States has improved but the nation needs and can afford better schools, according to a recent statement of the Committee for Economic Development.

In the CED statement, "Paying for Better Schools," the committee emphasized that it does not believe that the present system of state financing of public education "has broken down or is about to do so." The report stated that modification of the present system of financing public education is needed and more "vigorous exploitation of its potentialities."

The committee recommended a four-point platform for better schools:

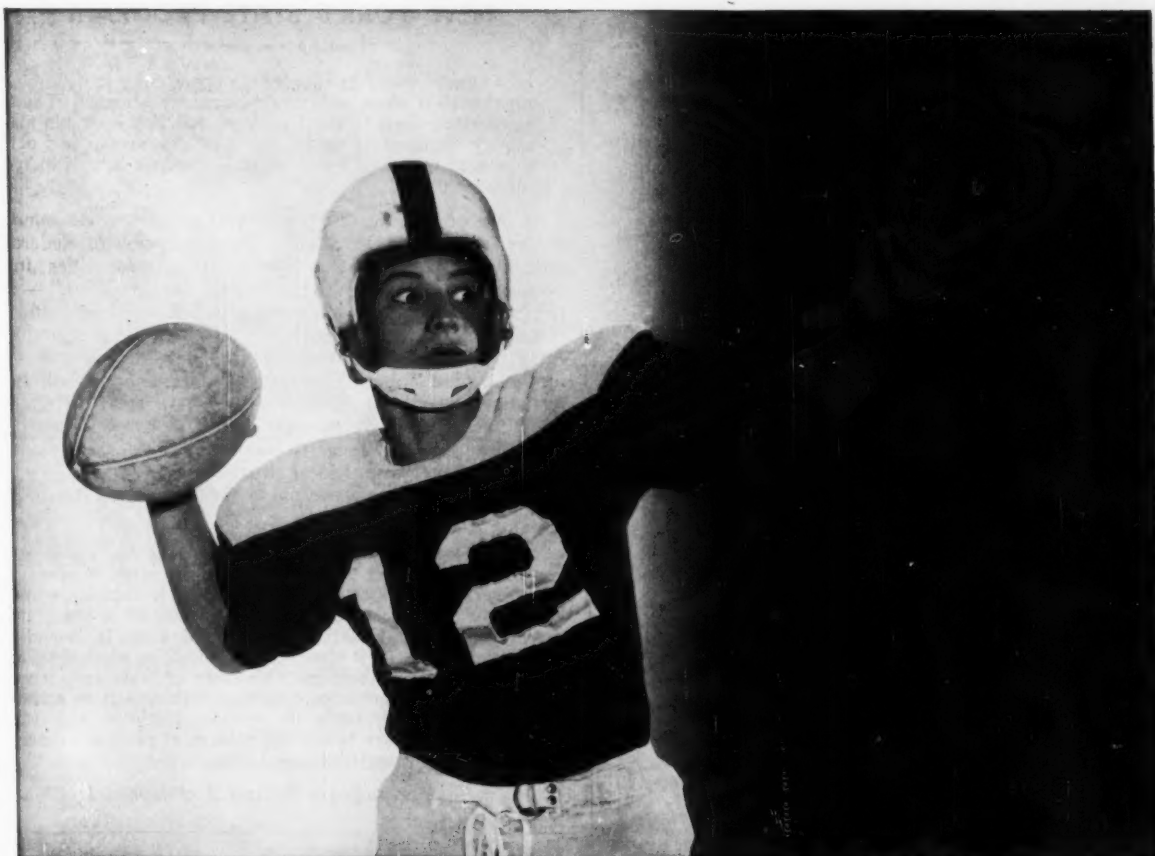
1. Mandatory action by state governments to bring immediate consolidation of small school districts into "effective units" of local government.
2. Increased state aid for schools to lift the burden from local districts, the state funds to be distributed to the localities through a "foundation" program to insure financial ability to each district.
3. Federal aid of about \$600 million a year for public schools in states where income per public school child is "substantially below" the national average.
4. More effective local action by citizens on behalf of better schools.

A promising device in the heating field, he reported, is the "heat pump" which picks up and re-uses body heat and heat generated by classroom lighting.

FILM SERIES BEGINS SECOND YEAR

The educational film series, "The Screen News Digest," is beginning its second year. The Digest, a "Living History in the Classroom" series of 20-minute, 16mm. sound motion pictures in black and white appearing in 10 monthly issues, is being distributed free of charge to grade schools, high schools, and colleges in the United States and Canada.

Each film consists of "Camera on the World," a summary of current events and background material; a feature story on various subjects, such as art, botany, education, etc.; a topical science story; and a "Heritage of Freedom" series on the nation's historic shrines.



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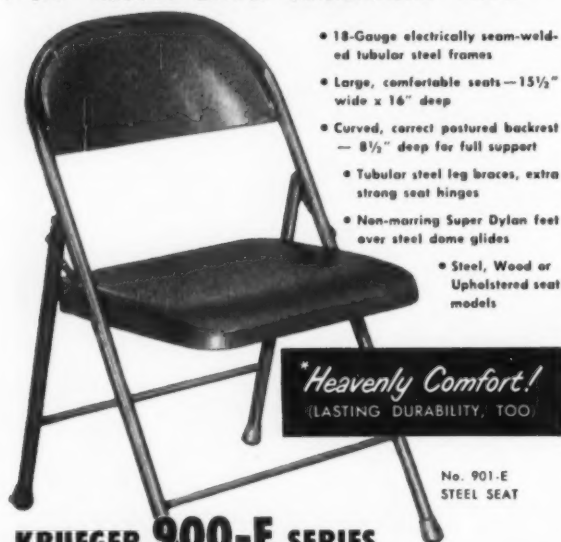
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NEW YORK'S STATE PROGRAM

(Concluded from page 44)

each locality would be afforded the opportunity to determine whether their educational needs warrant the creation of such a federated district. The legislation provides workable machinery designed to assist the localities in tapping new sources of revenue for meeting their share of the anticipated educational needs.

It is good to have an educational program that is not forever reiterating the Santa Claus conception of Federal aid, but recognizing the "historical responsibilities for education both of the State and of the localities," — a program that proposes to do something about them boldly, courageously, and imaginatively. It should be a stimulus for a new order of thinking about education everywhere in the United States. The actual legislation that will be introduced should be studied everywhere in the United States, not necessarily to copy it, but to catch its spirit, to be aware of its suggestiveness, and to do something suitable for the various local situations.

By way of summary we quote the Governor's concluding paragraph:

The program which I am submitting to you represents a balanced and long-range approach to the needs of primary and secondary education in New York. It recognizes and seeks to meet the fundamental responsibilities of the State and to aid the localities in this vital area. It provides increased State aid, it eliminates technicalities which deprive school districts of their equitable share of State assistance; it furnishes additional State services with respect to school construction; and, lastly, it provides localities with the machinery necessary to tap new sources of revenue to meet their share of rising educational costs.

— Edward A. Fitzpatrick, Ph.D.

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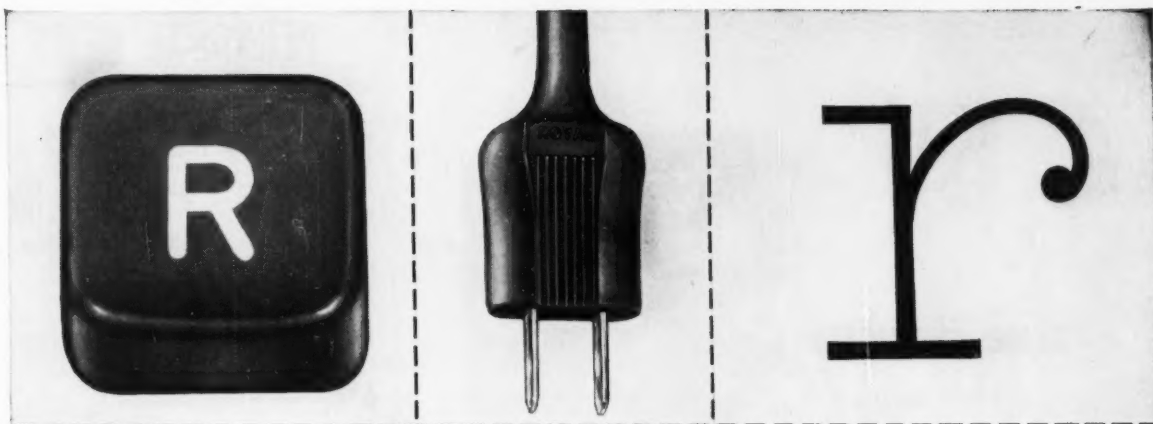
Burn wrappings, sweepings, papers, cartons, packing, rags, food waste, safely outdoors. Scientific draft control ends fire hazards of flying ash, sparks, burning blowing papers. Burns damp, green, or dry refuse to fine ash in any weather. Minimizes smoke and smell, needs no watching. Safe for use 10' from buildings. Stands 52" high x 35" square at base. 10 bushel burning capacity. Complete with hinged hood, ash pan base and grate and cleanout door. Made of aluminumized steel (molten aluminum bonded to steel) with replaceable inner steel panel construction for long life. Shipped assembled—weight 170 lbs. Only \$110.00 F.O.B. Cleveland. Satisfaction guaranteed. Other sizes available.

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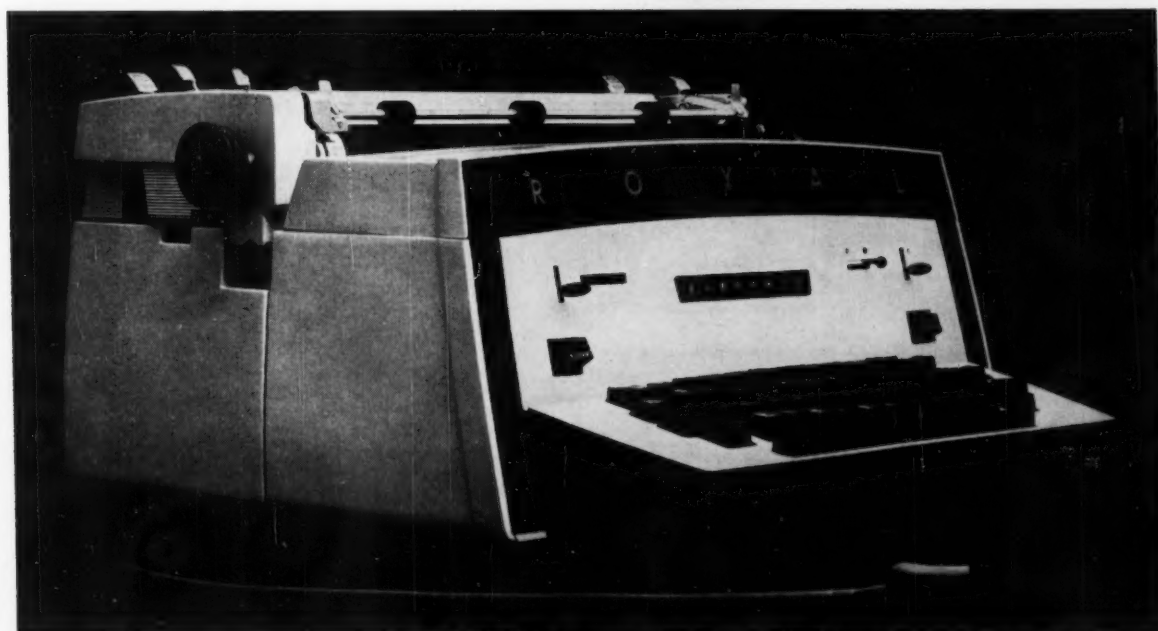
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PERSONAL NEWS

DR. ENGELHARDT DIES

Dr. Nikolaus L. Engelhardt, educator, consultant on education, and specialist in school-plant planning, died of a brain tumor in New York, February 24, 1960. Dr. Engelhardt was senior partner in Engelhardt, Engelhardt, Leggett & Cornell, educational consultants.

Dr. Nikolaus Engelhardt was one of the country's leading authorities on conditions in school buildings, and he had conducted many surveys of school systems throughout the country. He also wrote a number of books on school planning.

Dr. Engelhardt was born in October, 1882, in Naugatuck, Conn. He received his B.A. degree from Yale in 1903, and his Ph.D. from Columbia University in 1918.

He was a teacher for many years and was superintendent of schools in Dunkirk, N. Y., from 1912 to 1916. From 1917 to 1942 he was a member of the professional staff of Teachers College, Columbia University, and became widely known as a lecturer and speaker on school administration, schoolhouse planning, and school finance.

In 1942, he became associate superintendent in charge of the Division of Housing and Business Administration of the New York City schools. He retired in 1947 to act as consultant and advisor to city and country school systems. In the board's \$200,000,000 building program, he directed the planning of 274 school units.

His firm of educational consultants was responsible for numerous school building surveys and school building programs. His survey reports set a new standard for professional excellence and accuracy and were widely acclaimed for their effectiveness in convincing the voters of the need for the recommended new buildings.

He was a former president of the American Association of School Administrators and was an active member of the National Education Association.

He is survived by his wife, Bessie, two daughters, and a son associated with him in the consulting firm.



GEORGIA

Supt. D. Leon McCormac, of Savannah, has been re-elected for a two-year term, beginning July 1.

LOUISIANA

Matthew R. Sutherland, of New Orleans, has been elected president of the Louisiana School Boards Association.

OHIO

Samuel S. Dickey, since 1950 assistant superintendent of schools in Lakewood, died on January 22, after a stroke.

WASHINGTON, D. C.

Dr. Frederick J. Moffitt has been appointed Special Assistant to the U. S. Commissioner of Education, Lawrence G. Derthick. Dr. Moffitt was formerly with Silver Burdett Publishing Co., Morristown, N. J., where he was in charge of publications.

for educational laboratory furniture...

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"About 1926, we purchased four Kewaunee student center tables. After 20 years service, they were

moved in 1946 to some Army Surplus barracks which we then used for laboratories. We recently moved these desks a second time into our new building and have somewhat regretfully covered up the Oak grain with an alkyd enamel. As our enrollment grows, we expect them to serve another generation or so of students. They are still very respectable looking and completely serviceable."

"Wooden tables which I know have been in use, in our chemical laboratories, for as long as 50 years have been refinished several times and they appear to be good for another 50 years."

**Names on request*

KEWAUNEE TECHNICAL FURNITURE COMPANY
STATESVILLE, NORTH CAROLINA
AFFILIATED WITH KEWAUNEE MFG. CO., ADRIAN, MICH.

NEW BOOKS

Small Schools Are Growing Larger

Prepared by Walter H. Gaumnitz. Paper, 21 pp., 20 cents. Superintendent of Documents, Government Printing Department, Washington 25, D. C.

This fourth document in "The Rural School Survey," is concerned with the status and trends of the major size factors which describe public education in the United States. The information will be found useful in providing information about the size of school districts, school systems, and school staffs, and classes in various parts of the United States.

Public School Accounting

By Sam B. Tidwell. Cloth, 298 pp., \$7.50. Harper & Brothers, New York 16, N. Y.

This authoritative book outlines the principles and procedures of public school fund accounting from the governmental or municipal accounting standpoint. The author has been active for some years in school-accounting research and has been a member of the school accounting committees of the A.S.B.O., the A.I.C.P.A., and of the U. S. Office of Education. In his introduction he makes clear that the very size of the annual outlay for elementary and secondary education—\$15.1 billion in 1957-58—makes the problem of accounting an important phase of school administration. The first section of the book details the nature of school funds and lays down the general principles of school fund accounting, as well as the procedures of handling the books of original entry and the ledger, the budgetary accounts, and the statements. Section II takes up the underlying accounting principles as applied to (a) the general school fund, (b) special revenue funds, (c) working capital funds, (d) trust and agency funds, (e) bond and bond sinking funds and bond interest, (f) fixed assets, (g) financial statements and reports, (h) internal accounts, (i) payrolls, (j) business papers. While the book is entirely technical, the language is surprisingly simple and direct, definitions are clearcut and universal, and illustrative tables and forms, while simplified to the minimum, round out and clarify the topics discussed.

The book will be welcomed widely as filling longfelt needs of school-business offices and of municipal and governmental accountants.

School Food Centers

By N. L. George and Ruth D. Heckler. Cloth, 335 pp., \$6.50. The Ronald Press Co., New York 10, N. Y.

This comprehensive book is a guide to (a) planning, constructing, and equipping school lunch centers; (b) procuring, training, and holding efficient personnel; (c) organizing and administering school food services. The senior author has had experience in school lunch work as assistant superintendent of schools in charge of business administration in Oklahoma City, and the junior author is a widely experienced food service consultant. There is repeated evidence throughout the book that the authors have a deep insight into the problems and the presentday standards of feeding large numbers of people and of making the school lunch a valuable part of the educational programs of elementary and secondary schools. The discussions of



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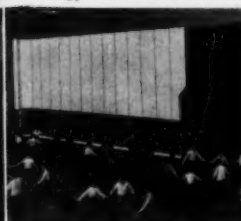
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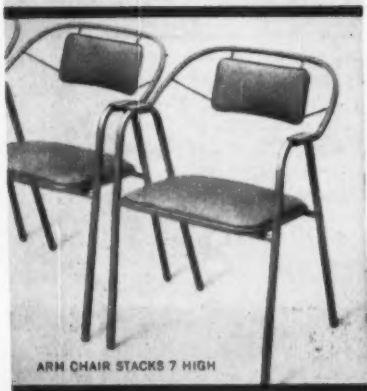
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personnel and administrative principles and problems recognize the wide variety of situations in small as against large city school districts. The authors, however, have avoided overgeneralization and have carefully listed in brief sentence form the questions, problems, standards, and outcomes to be sought and found in small as well as in large school systems. Efficiency, with economy, is constantly insisted upon.

There is judicious discussion of the pros and cons of such current controversial matters as the fringe benefits of personnel, the use of factory-built versus custom-made equipment, paper utensils, accounting and business procedures, etc. The authors are outspoken in opposing slack controls of buying, cash funds, budgets, personnel, and records, gifts and employee purchases. The payment of meals served to indigent children should, in the reviewer's opinion, be met by the local public welfare agencies rather than the school lunch department or parent groups.

Included in the appendices are check lists of equipment, specifications for ranges, etc., government meat standards, and excellent discussion topics. The book provides an informative guide for school business officials and an excellent text for school lunch directors and supervisors.

Literacy and Educational Attainment, 1959

Prepared by Robert W. Burgess. Paper, 17 pp., 25 cents. U. S. Bureau of the Census, Washington 25, D. C.

The report brings out that the educational level of the people has continued to advance. The ability to read and write is now shared by all but 2.2 per cent of persons 14 years old or older; the small number of illiterates is limited mostly to the older age groups.

Qualifications and Teaching Loads of Mathematics and Science Teachers

By Kenneth E. Brown and Ellsworth S. Obourn. Paper, 101 pp., 70 cents. Circular No. 575, U. S. Office of Education, Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This study on the qualifications and teaching loads of mathematics and science teachers includes only teachers who have taught one or more classes in these fields in grades nine to twelve. The purpose of the study was to determine the background preparation of such teachers, to determine the teaching load and the teaching combinations, and to develop a technique for securing data which might serve as a pattern to other states.

How Safe Is Your School?

Compiled by M. R. Sumption and Basil Castaldo. Paper, 11 pp. Office of Field Services, College of Education, University of Illinois, Urbana, Ill.

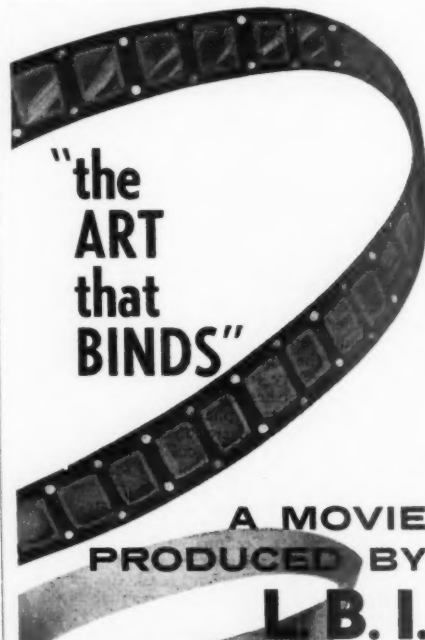
This is a checklist, designed for the use of teachers, administrators, board members, and others who wish to make a systematic search for danger points in their school plants. The guide lists 100 danger points which should be noted and reported to the proper authorities. The checklist is in the form of a series of questions which must be answered yes or no. The questions are arranged to probe the areas of the school plant in the order in which they will be encountered, namely, the site, the exterior, the basement, the first floor, the stairways and corridors, the special areas, the upper floors, and the attic space.

Mr. Custodian — It's All Yours

Prepared by Arthur L. Newell. Paper,

39 pp. Independent School Dist. No. 281, Robbinsdale, 22, Minn.

This custodial handbook, designed to present an overview of the tasks performed by the custodian employed by the Robbinsdale school district, contains basic policies and procedures which will help the individual custodian to "grow in his job." It includes (1) responsibilities of the custodian, (2) supplies and equipment used in his work, (3) housekeeping and maintenance, (4) instructions for cleaning the school plant, (5) care of plumbing, electrical, heating, and ventilating systems, (6) fire and accident prevention, (7) purchasing policies. There is a custodial inventory and an index.



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NSBA REPORT

(Concluded from page 12)

quarters of its affiliated state school boards associations, so that students may receive at the state level the same kind of in-service experience which the first two NSBA Fellows will receive at the national level by virtue of their enrollment at Northwestern.

In one of the news stories which appeared in a newspaper of a major city on the NSBA Fellowship Program, statement was recently made that the NSBA intended to train "board advisers," who could show board members "... how to do a better job of running public schools." Nothing could be wider of the mark. The only advisory capacity in which a former NSBA

Fellow might find himself, would be in the event of his appointment by a board of education as its superintendent of schools, which is a position universally recognized as having advisory responsibilities. The NSBA Program was conceived to meet two essential needs: (1) the need to stimulate, if only through example, increased emphasis in the preparation programs for prospective administrators and educators upon developing greater understanding of our historical and legal tradition of lay leadership in public education; and (2) the need to develop interest on the part of trained researchers in investigating some of the problems which school board members themselves recognize as vital to the improvement of school board membership, service, and operation in the nation. It is hoped that by working closely with the

national and state school boards associations, NSBA Fellows would come to understand, in terms of our national democratic way of life, the essential wisdom of public control of public education and the basic ability of our people to exercise it, and could acquire a more knowledgeable foundation for understanding the problems which impede the realization of effective leadership by those laymen elected to direct the policies and programs of our schools. Certainly there are such problems; and they need the information which only sound research can supply, for their solution. In developing the Fellowship Program, and many other activities of the NSBA, the school board leaders of the National Association realize that the real strength of our school board system lies not in the legalities which support it but in the quality of the leadership which is exercised through it. Research studies undertaken as a part of, or as a result of, the NSBA Fellowship Program, can provide valuable information which the NSBA can transmit in published or other form to its affiliated state associations for their use as they see fit or appropriate.

The NSBA takes great pride in announcing that Cecilia de Mille Harper, daughter of the late great motion picture producer and director, will be present at the first general session of the 1960 convention to announce the winner of the Cecil B. de Mille NSBA Fellowship. Many board members will recall that Mr. de Mille was the banquet speaker during the 1957 convention of the NSBA, and that he remained a staunch supporter of the National Association and its program of school board improvement. The De Mille Fellowship will stand as a memorial to that support and to the distinguished man in whose name the Fellowship has been granted.



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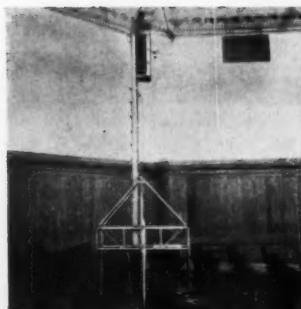
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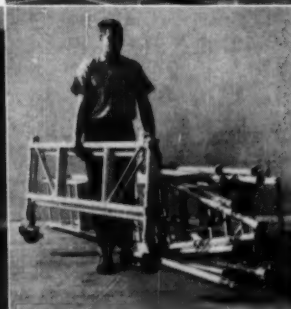
Tallescope speeds up installation and maintenance of overhead lighting, acoustical tile, heating and other facilities at each of 7 junior and senior high schools and colleges in the Stockton, California, Unified School District.



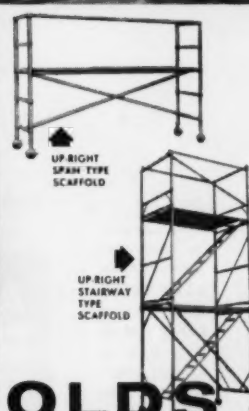
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NEWS of PRODUCTS for the Schools

ELECTRONIC LEARNING CENTER

Available for fall delivery is the new Electronic Learning Center by American Seating Co., Grand Rapids 2, Mich. The center combines three principal elements—sturdy classroom furniture with dependable electronic equipment and more effective teaching techniques. Although designed for foreign language instruction, the center can be used in speech therapy, remedial reading, private tutoring, public speaking and voice training. It features an all-steel teacher console desk, equipped with four



Switchboard Controls

tape decks, each with four channels, for a total of 16 tape channels; soundproof student stations in connected units of 2 or 4 that can be grouped for class needs; and posture control, swivel chairs for student comfort. Other advantages are: transistorized amplifiers, adjustable volume controls for students, and a console switchboard control with lock for the teacher. Send for an explanatory booklet, "Now, Electronics for Learning."

(For Further Details Circle Index Code 057)

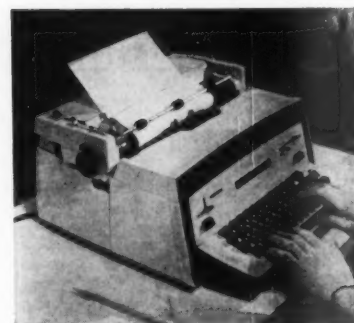
COMPACT BOOK CART

A mobile, double-sided book cart with 18 ft. of book storage space has been added to the line of modular school equipment made by Grade-Aid Corp., Nashua, N. J. The cart, 3 ft. high and 3 ft. wide, has three bookshelves on each side. It is mounted on four casters for easy moving. The welded steel cart is available in either tan or grey enamel finish.

(For Further Details Circle Index Code 058)

NEW ELECTRIC TYPEWRITER

A number of innovations and improvements mark the new Royal electric typewriter, all designed to give the typist greater efficiency, speed, and convenience with less typing strain and posture fatigue. Spring tension controls on each key, uni-



Less Typing Strain

form key dip, a finer adjustment of upper and lower case characters on the same typebar, a high speed shift key, automatic margins, line meter, half-spacer key, and Twin-Pak ribbon changer are some of its features. The designers have even installed a two-tone chime in place of the conventional bell indicating the end of a line! The machine is offered in five decorator colors: oyster white, pearl gray, mist green, sapphire blue and petal pink.

For complete information write to Royal Typewriter Co., Port Chester, N. Y.

(For Further Details Circle Index Code 059)

(Continued on page 60)

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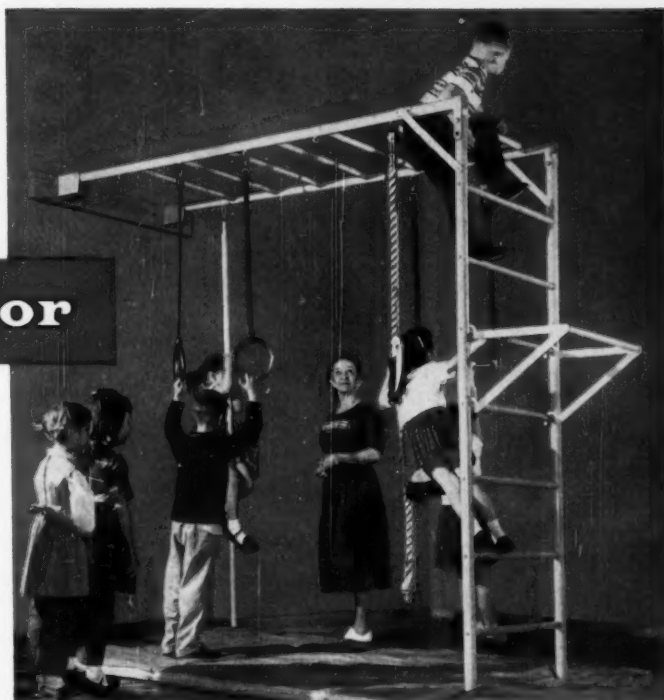
Phys-Educator

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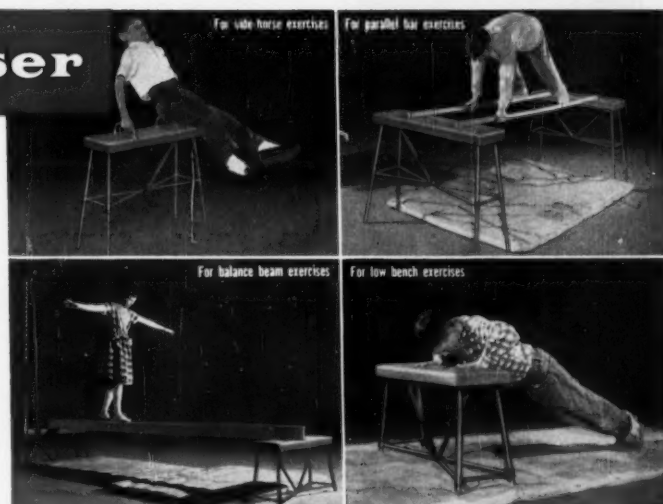


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Instantly adjustable 18" to 30" high. Stores compactly anywhere. Light in weight for easy handling by pupils or teacher. No installations.

Stands have strong steel tube understructure finished in durable coral enamel. Padded tops covered with tough cloth-backed and dirt-resistant green vinyl. Wood beam and parallel bars have clear natural wood finish.



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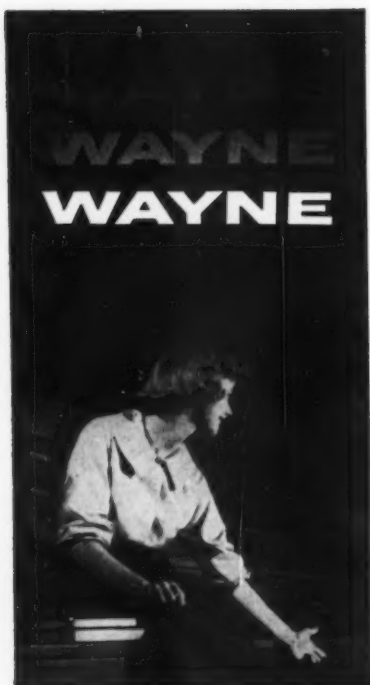
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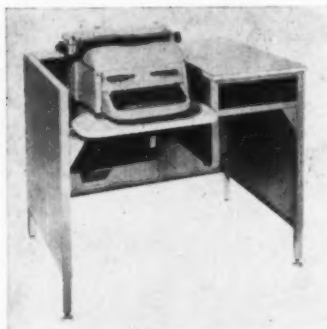
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News of Products . . .

(Continued from page 58)

STENO-TYPEWRITER DESK

The Tuck-A-Way desk is an improved steno-typewriter desk for commercial classes. Manufactured by Smith System Mfg. Co., Minneapolis 14, Minn., it has



Converts to Full Top

a full sized, flat top for commercial training that converts quickly to a regulation typewriter desk. The desk is ample for electric machines. The typewriter folds under the desk top where it is concealed and protected when not in use. The 38 by 26 by 30 in. desk has a Fibersin top of tan birch grained plastic with an all steel understructure finished in tan baked enamel. The desk affords ample leg room and has a large book box.

(For Further Details Circle Index Code 060)

FIBERGLASS STACKING CHAIR

Fiberglass chairs, molded for comfort and correct seating posture, are offered by Krueger Metal Products Co., Green Bay,



Posture Model

Wis. Three modern designs are offered: stack type, arm, and side chairs. The durable, lightweight material makes it possible to stack as many as 12 or more chairs on a mobile storage truck. The chair legs of $\frac{5}{8}$ in. steel are especially designed for easy stacking. The Fiberglass chair seat measures $16\frac{1}{4}$ by $18\frac{1}{2}$ in., and is offered in five decorator colors: beige, coral, grey, turquoise, and parchment.

(For Further Details Circle Index Code 061)

LOW PRESSURE BOILERS

Cleaver-Brooks Co., Milwaukee 12, Wis., presents a new line of low cost gas and oil boilers in the 25 to 100 h.p. range. Called CBH, the line can handle gas, or

light oil, or combinations. It is not designed for heavy oil firing. The line includes both high and low pressure models. The unit is available for use with hot water or steam. An important feature of the new CBH line is its high fuel economy, operating efficiently at a guaranteed 80 per cent minimum. Fiberglass insulation cuts heat losses and an air cushion provides a ready source of cool, clean combustion air. The boiler has built-in safety controls and easy maintenance features. Send for more details.

(For Further Details Circle Index Code 062)

INTERCHANGEABLE WALL PANELS

Moduwall, just introduced by the school equipment division of Brunswick-Balke-Collender Co., Chicago 5, Ill., is a series of interchangeable wall panels that can be hooked into place to meet various teaching needs. This "working wall for learning" includes chalkboard, tackboard, pegboard, flannel board, cabinets and open shelves, easel and utility rail. Each Modulwall component is mounted and held securely in place by a series of six-foot parallel standards. Each component is based on a four-foot module width so it can be easily interchanged for different class needs and different age groups. Units can be hung at various eye levels. In a few moments, a



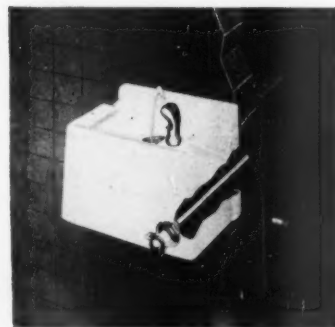
Eight "Walls" Offered

primary classroom using large areas of tackboard and pegboard, can be changed into a junior high language area with chalkboards hung to the eye level of the older students. Send for complete details.

(For Further Details Circle Index Code 063)

ALL-WEATHER EXTERIOR FOUNTAIN

A new exterior wall fountain that operates even in below freezing temperatures is available from Halsey W. Taylor Co., Warren, Ohio. An automatic, frost proof supply valve and drain assembly provides



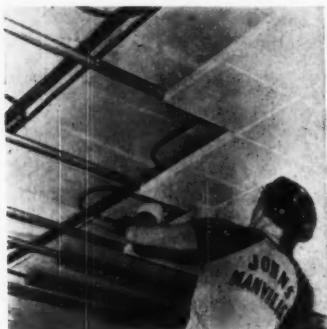
Water Won't Freeze

complete drainage back into the cabinet, mounted inside, after every use. Valve extensions are custom made to exact wall thickness. No cutting or fitting is required on the side. Cabinet has access panel; fountain and valve assembly is shipped for easy installation. The unit is equipped with two-steam mound-building projector. All exposed parts are chrome plated to withstand varying outdoor weather conditions.

(For Further Details Circle Index Code 064)

HEATING IN THE CEILING

The new Sanacoustic HCS system contains radiant heating, cooling, and sound-conditioning in the ceiling. Designed by Johns-Manville Corp., New York 16, the system is said to be especially suitable for schools because of its draft-free comfort. Initial installations in eastern schools have proved satisfactory, according to the manu-



Absorbs Sound

facturers. Standard components are water-carrying coils, a sound-absorbing insulating blanket, and perforated metal panels that form the finished ceiling. With the system, 50 to 75 per cent of duct work can be eliminated, permitting lower ceilings. It is claimed that fuel savings can range to 20 per cent, and that the ceiling absorbs up to 90 per cent of the sound that strikes it. The entire system is installed under the complete responsibility of the manufacturer. Temperature is regulated by either zone or individual room controls. The metal panels snap in and out of place to provide complete accessibility.

(For Further Details Circle Index Code 065)

NEW CLEANING AGENT

"Forward" is a new chemical cleaner for floors, walls, ceilings, machinery, and furniture made by the S. C. Johnson & Son, Inc., Racine, Wis., makers of Johnson's Wax. According to the company, the product has an exceptionally high alkaline cleaning power, but is silicate-buffered for safety. Its balanced chemical formula fights off the neutralizing action of dirt, preventing a fade-out of cleaning power. Recommended for many school maintenance tasks, such as cleaning desks and chairs, heating and lighting fixtures, floors and walls, it is especially effective on terrazzo floors. The product is available in five, 30- and 55-gallon containers. Recommended dilution for general cleaning is 1 to 32, for extra-heavy cleaning, 1 to 15.

(For Further Details Circle Index Code 066)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

SCHOOL BOARD JOURNAL for APRIL, 1960

Specify BLUE BIRD



CAN'T
PULL APART

Specify BLUE BIRD THIOKOL

Where is the most twisting strain on a school bus? Where is the place most likely to leak on a school bus? Where do the school bus body and the truck chassis join?

The answer to all three questions...

RIGHT UNDER THE WINDSHIELD

and here is where the Blue Bird RANGER has THIOKOL.

- THIOKOL is a rubbery, aluminum colored sealer that is not easily pulled apart when set in place. THIOKOL is used to help hold the body and chassis together at the point of their most twisting strain. This gives you the strength of THIOKOL instead of old type, weak rubber fillers.
- THIOKOL is used as a weather sealer in places to be forgotten in skyscrapers and bridges. THIOKOL works from 175 degrees F. down to minus 65 degrees F. This means that THIOKOL is on the job wherever you may use your Blue Bird RANGER. It will not sag, crack, or flow out once it is put in place.



THIOKOL completely waterproofs, eliminating driver complaints of wet feet on rainy days. THIOKOL forms a long lasting seal against weather to make your bus free from expensive cowl filler replacement costs.

BLUE BIRD Fort Valley, Ga.

The Blue Bird RANGER • Fort Valley, Georgia

Yes, I would like to have a sample of Thiokol ()
We are going to buy new transportation equipment this year ()
I would like to examine the actual Blue Bird Thiokol installation ()

Name _____
School _____ Address _____
City _____ State _____ Dept. 78

WATCH FOR MORE FRESH FEATURES TO FOLLOW IN THIS MAGAZINE

(For more information from advertisers, use the postcard on page 65)

MRI

over a decade
of language
laboratory
experience

how to
be sure
your new
LANGUAGE LAB
will be really complete

- IN EQUIPMENT
- IN TEACHING METHODS

MRI . . . and only MRI . . . gives you

- **Simplest Equipment**
- **Higher Fidelity**
- **PLUS Vital Educational Services**

Are type of equipment, ease-of-use and fidelity your primary considerations? Then, MRI ranks first . . . because MRI equipment is found in more schools, with an unmatched record of proven teaching success. It's true for 10 or 10,000 students, using the new MRI Tape Magazine, tape reels, or the simplest of all, the NEW MRI Magnetic Disc.

But equipment is not the whole story. MRI is also first with tested educational services, giving you basic methodology of language labmanship for maximum teaching effectiveness. MRI . . . and only MRI . . . can provide this valuable information, derived from its nationally-conducted seminars.

MRI's Building Block Concept keeps cost lower today . . . and tomorrow . . . by minimizing expansion and conversion costs as your program grows.

Plan and build your Language Laboratory with MRI's experienced help and comprehensive services. For complete information and helpful brochures, write or phone today. Ask for Bulletin ASB460.

MAGNETIC RECORDING INDUSTRIES

A subsidiary of Thompson Ramo Wooldridge, Inc.

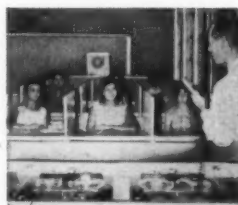
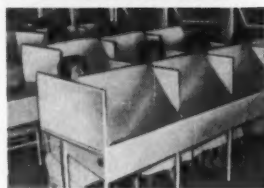
World's Most Complete Line of Language Laboratory Equipment.

126 Fifth Avenue, New York 11, N. Y.

ALgonquin 5-7250

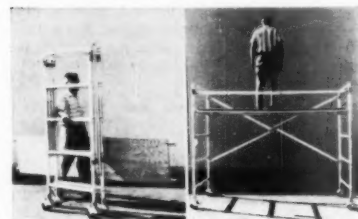
MRI Language specialists available in your area for consultation.

(For more information from advertisers, use the postcard on page 65)



ADJUSTABLE FOLDING SCAFFOLD

A one piece aluminum scaffold that folds and rolls is manufactured by Up-Right Scaffolds, Berkeley, Calif. Two folding V-braces snap together and lock automat-



Adjustable up to 8½ ft.

ically to form a rigid brace joint support. The scaffold, measuring 10 ft. long by 29 in. wide, rolls through doorways and narrow aisles. Platform height is adjustable from one to 8½ ft. Casters lock automatically and legs are adjustable for uneven floors and stairways. The scaffold stores in a compact 9½ in. thick package that can be easily rolled from job to job by one man.

(For Further Details Circle Index Code 067)

SPACE-SAVING UNIT VENTS

A new line of unit ventilators for heating, ventilating and air-conditioning is offered by The Trane Co., La Crosse, Wis. The compact units, which occupy 21 to 29 per cent less floor space than comparable heating and air-conditioning equipment, offer a saving of 14 sq. ft. in the average classroom. Unit ventilators measure only 11½ in. deep. Matching adjustable shelving, with or without doors, is available. The units operate with either steam, hot water, or electrical heating systems. Units may be installed to provide complete air conditioning now, or in the future with the addition of a chilled water source. No additional piping is needed. The new line has a "kinetic barrier" design that prevents downdraft from large window walls. Send for full details.

(For Further Details Circle Index Code 068)

CATALOGS AND BOOKLETS

A new catalog of miscellaneous hardware for schools has been published by Yale & Towne Mfg. Co., New York 17, N. Y. The catalog includes many kinds of locks, keys, door fasteners, and hooks and hangers for sashes.

(For Further Details Circle Index Code 069)

Three sickle bar lawn mowers are described in a new folder from Jari Products, Inc., Minneapolis 8, Minn. The self-propelled machines and their extra attachments are described.

(For Further Details Circle Index Code 070)

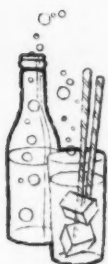
Send for a booklet on "School Modernization With Owens-Illinois Glass Block" from the Toledo, Ohio, firm. The blocks incorporate a green tint that transmits sunlight without glare.

(For Further Details Circle Index Code 071)

(Concluded on page 64)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

SCHOOL BOARD JOURNAL for APRIL, 1960



HOW CHILDREN RESPOND TO SOFT DRINKS

in school food and refreshment facilities

When bottled soft drinks are available within school limits, youngsters are encouraged to stay on school property at lunchtime. In addition, soft drinks provide attraction . . . and a preferred refreshment keynote for after-school dances and other events. Social activity is more readily supervised and promoted.

To these social values of soft drinks, must be added two other important factors:

1. DIETARY VALUE: Soft drinks are accepted in dietetic planning as an "accessory food." Like relishes, they accent the diet healthfully.

Soft drinks provide 100 calories of food energy per 8 ounces in easily assimilable form—a helpful contribution during the school day to pupil alertness and interest.

2. WHOLESOMENESS: As you know, the body loses $2\frac{1}{2}$ quarts of fluid each day. Soft drinks help restore body fluid balance. Carbonation adds zest and palatability. In addition, soft drinks aid digestion and stimulate appetite. Because they are liquid, soft drinks pass quickly through the mouth, with virtually no involvement in oral conditions related to dental problems. Recent dental research reaffirms this thinking.

These are some of the reasons why soft drinks have a place in the food and refreshment facilities of our schools where bottled beverages are easy to store, handle and serve economically. If the subject of soft drinks in schools comes before your Board, talk it over with your local bottler. He's a tax-paying businessman of the community, dealing in products which contribute to the local economy in the same way as other food products served on school premises. He's entitled to a fair hearing.



American Bottlers of Carbonated Beverages

Washington 6, D.C.

National Association of the Bottled Soft Drink Industry—a non-profit association of manufacturers of bottled soft drinks, with members in every state. Its purposes: to promote better understanding of the industry and its products, and to improve production and distribution methods through education and research.

FLOOR WORRY FREE

WEAR PROOF

rubber matting

SHAD-O-RUG

by America's
1st name in
floor mats since 1903

- Top quality 1/4 inch heavy duty live rubber
- Choice of 6 smart decorator colors
- Low cost!

Today's most popular rubber runner! Stops dirt at the entranceway or in corridors and aisles. Prevents tracking throughout the building. Protects carpeting and floors . . . cuts down maintenance time, labor and expense. Anti-slip action prevents accidents. Ultra-attractive design.

48 inch width
up to
60 ft. lgth.

Write for
complete details
—nearest distributor

CROSS-RIB RUNNER

Same top quality live rubber. Selection of smart colors. Functional design. Available in 36 and 48 inch widths—up to 60 ft. lgths.

Exclusive Wear-Proof mats feature patented "V" rib design. Dirt is scraped off shoes by heavy duty blades with "windshield wiper" action — Dirt falls into slots, easily cleaned out later.

WEAR PROOF MAT CO. 2156 W. Fulton St., Chicago 12, Ill.

News of Products . . .

(Concluded from page 62)

An illustrated, 32 page catalog shows the Sanymetal line of toilet compartments, shower stalls, and hospital cubicles. Architectural specifications, colors, and a new metal finish are featured. Write to **Sanymetal Products Co., Inc.**, Cleveland 12, Ohio.

(For Further Details Circle Index Code 072)

Colorful new shelves and desks for the library are described in a new bulletin from **Deluxe Metal Products Co.**, Warren, Pa. It features an innovation in library furniture: a book shelf carrel with a fold-out panel that can be used as a desk.

(For Further Details Circle Index Code 073)

"For Plywood for Today's Construction" is the 1960 quick reference catalog from **Douglas Fir Assn.**, Tacoma 2, Wash. The 16 pp. catalog, indexed for A.I.A. filing, contains basic information for architects and builders. Folders are also offered on PlyScord, a new sheathing product.

(For Further Details Circle Index Code 074)

MANUFACTURER'S NEWS

Raymond C. Hagel, president of **P. F. Collier & Son Corp.**, of New York City, announces the appointment of Dr. Louis Shores as editor-in-chief of the *Collier's Encyclopedia*. Dr. Shores, a leading authority on reference books, is dean of the library school at Florida State University, Tallahassee, Fla.



Laboratories

FOR

SCHOOLS

provide the latest in materials, design and finish to give you a modern up-to-date layout for your science classroom. You will find Metalab-Labcraft experience in science room planning most economical whether your choice be wood or steel equipment.

Metalab-Labcraft equipment is scientifically correct—proven so by the many installations throughout the country. Advisory, planning, engineering and other aspects of laboratory equipment thinking, are yours without any obligation.

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FOLDING PARTITIONS



ELECTRICAL OR MANUAL OPERATION
TO DIVIDE GYMNASIUMS, AUDITORIUMS
CLASSROOMS, OFFICES, ETC.

NOW—for the same price as duck, you can have a Vinyl or "Toroply" covered partition that cuts maintenance costs 75% to 80%.

Send for detailed catalog with list of local representatives

TORJESEN, INC.

209-25th St., Brooklyn 32, N.Y.
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READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.
40	Acme Chemical Company 50	414	Hillyard Chemical Company 55
	Maintenance materials		Maintenance supplies
41	Alsto Company 48	415	International Business Machines Corp. ins. bet. 31 & 34
	Low cost incinerator		Electric typewriters
42	American Bottlers of Carbonated Beverages 63	416	Johnson Service Company 1
	Soft drink industry		Temperature control systems
43	American Playground Device Co. . . 58		Kewaunee Mfg. Company
	Playground, swimming pool, and dressing room equipment	 ins. bet. 50 & 53
44	American Seating Company	417	Kewaunee Technical Furniture Company ins. bet. 50 & 53
 ins. bet. 8 & 11		Laboratory furniture
	School seating	418	Kohler Company 45
45	Best Pencil Company, Richard 5		Plumbing fixtures and fittings
	Orthodigital shaped pencil	419	Krauger Metal Products Co. 48
46	Blue Bird Body Co. 61		Tubular steel chairs and tablet arm chair
	School bus bodies	420	Library Binding Institute 54
47	Butler Manufacturing Company		Movie, "Art that Binds"
 4th cover	421	Magnetic Recording Industries 62
	Metal buildings		Language laboratory equipment
48	Claridge Products & Equipment, Inc. 12	422	Medart Products, Inc., Fred 59
	Chalkboard and cork bulletins		Physical education equipment
49	Delta—Rockwell Power Tool Division 3rd cover	423	Metalab Equipment Corp. 64
	Industrial tools		School laboratories
410	Firestone Tire & Rubber Co. 14	424	Minneapolis-Honeywell Regulator Co. 6 & 7
	School bus tires		Temperature controls
411	General Precision Laboratory, Inc. . 46	425	Monroe Co., The 56
	Closed circuit TV		Folding banquet table line
412	Goodyear Tire & Rubber Co. 2	426	Moore, Inc., P. O. 56
	School bus tires		Key control system
413	Hampden Specialty Products, Inc. . 4		
	Folding chairs		

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April, 1960
THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

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ADVERTISING INDEX

40 43 46 49 412 415 418 421 424 427 429 431 433 435 437 439
41 44 47 410 413 416 419 422 425 428 430 432 434 436 438 440
42 45 48 411 414 417 420 423 426

NEWS OF PRODUCTS FOR THE SCHOOLS

057 059 061 062 063 064 065 066 067 068 069 070 071 072 073 074
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School _____

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April, 1960
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40 43 46 49 412 415 418 421 424 427 429 431 433 435 437 439
41 44 47 410 413 416 419 422 425 428 430 432 434 436 438 440
42 45 48 411 414 417 420 423 426

NEWS OF PRODUCTS FOR THE SCHOOLS

057 059 061 062 063 064 065 066 067 068 069 070 071 072 073 074
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Also information on _____

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Title _____

City _____

School _____

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(Continued)

Code No.	Page No.	Code No.	Page No.
427 Owens Illinois: Kimble Glass Co. Sub.	13	058 Grade-Aid Corp.	58
Glass block		Book Cart	
428 Premier Engraving Company.	58	059 Royal Typewriter Co., Div. of Royal-McBee Corp.	58
Engravers		Electric Typewriter	
429 Richards-Wilcox Mfg. Co.	53	060 Smith System Mfg. Co.	60
Folding partitions		Commercial Desk	
430 Rilco Laminated Products, Inc.	8	061 Krueger Metal Products Co.	60
Laminated wood arches, beams, and deck		Fiberglass Chairs	
431 Robbins Flooring Co.	2nd cover	062 Cleaver-Brooks Co.	60
Northern hard maple flooring		Gas and Oil Boilers	
432 Royal Typewriter Company, Div. Royal McBee Corp.	49	063 Brunswick-Balke-Collender Co.	60
New electric typewriter		Interchangeable Wall Panels	
433 Safway Steel Products, Inc.	11	064 Halsey W. Taylor Co.	60
Telescoping gym seats		Exterior Wall Fountain	
434 Shwayder Brothers, Inc.	54	065 Johns-Manville Corp.	61
Stacking chairs		Sanacoustic System	
435 Torjesen, Inc.	64	066 S. C. Johnson & Sons, Inc.	61
Folding partitions		Chemical Cleaner	
436 Up-Right Scaffolds	57	067 Up-Right Scaffolds	62
Aluminum telescoping tower		Fold and Roll Scaffold	
437 Wayne Iron Works	60	068 The Trane Co.	62
Indoor seating systems		Unit Ventilators	
438 Wear Proof Mat Co.	64	069 Yale & Towne Mfg. Co.	62
Rubber matting		Catalog	
439 Wells Lumber Co., J. W.	56	070 Jari Products, Inc.	62
Northern maple		Folder	
440 Wide-Lite Corp.	47	071 Owens-Illinois	62
Athletic field lighting		Booklet	
NEWS OF PRODUCTS FOR THE SCHOOLS		072 Sanymetal Products Co., Inc.	64
057 American Seating Co.	58	Catalog	
Electronic Learning Center		073 Deluxe Metal Products Co.	64
		Bulletin	
		074 Douglas Fir Assn.	64
		Catalog	

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One of the five Delta School Representatives pictured above is on your staff right now! His primary job is to assist and work with you in any phase of your industrial arts and vocational education program. Because he contacts many shop instructors, administrators, and school architects he can bring you the benefits of the latest thinking, techniques and developments. And because his background includes actual teaching experience, he recognizes and understands *your* needs. So whether you are designing a new shop, selecting additional equipment, or increasing the efficiency of your layout, you can count on his expert help.

In addition to providing this assistance (unmatched by any other supplier serving the field) Delta offers you the finest, safest tools your students can use—the same rugged, economical tools used throughout industry. To get the name of your Delta School Representative, call your Delta Distributor. He's listed under "TOOLS" or "MACHINERY" in the Yellow Pages and is your nearest source of service, tools and a complete library of practical shop teaching aids—instruction manuals, guides for specifying tools, new project ideas. Call him today, he will gladly cooperate with you.



See 61 Delta machines, 302 models, over 1400 accessories—pictured and described in the Delta Industrial Catalog. For FREE copy write: Rockwell Manufacturing Company, Delta Power Tool Division, 408D N. Lexington Ave., Pittsburgh 8, Pa. In Canada: Rockwell Manufacturing Company of Canada, Ltd., Guelph, Ontario.

DELTA INDUSTRIAL TOOLS

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A BUTLER BUILDING EXCLUSIVE...CHOICE OF TWO SUPERIOR WALL PANELS IN COLOR



DAVIS, KAINLAURI & ASSOCIATES, ARCHITECTS & ENGINEERS, ANN ARBOR, MICH.

Big school "luxury" on a modest budget ...Butler gym-auditorium conserves funds

Ringed by contemporary-style classrooms, this new Butler gymnasium-auditorium serves the high school and community of Whitmore Lake, Michigan—with big school "luxury" on a modest budget. And what an investment in the future! All the strength and permanence of steel in a building with spacious, clear-span interior... so adaptable to all the varied functions it must serve. A handsome building—yet, it was "brought in" for far less than the cost of old fashioned construction.

Butler's precise, pre-engineered structurals are only part of the picture, however. We invite you to compare Butler's superior roof and wall panels with any others on the market, in

terms of engineering and design. Of special interest is Monopanel,® Butler's exclusive factory-insulated panel—actually a complete wall in itself. Sculptured surfaces of aluminum or long-wearing galvanized steel combine architectural beauty with strength and low maintenance. Butlerib™ (precision-formed standard panel for roof and walls) and Monopanel are both available in a selection of durable, factory-applied colors.

Why settle for less when you can build Butler—the lowest-cost way to build well! For details, call your Butler Builder. He's listed in the Yellow Pages under "Buildings" or "Steel Buildings"... or, write direct.

BUTLER MANUFACTURING COMPANY

7311 East 13th Street, Kansas City 26, Missouri



Manufacturers of Metal Buildings • Equipment for Farming, Oil Transportation, Outdoor Advertising • Contract Manufacturing
Sales offices in Los Angeles and Richmond, Calif. • Houston, Tex. • Birmingham, Ala. • Kansas City, Mo. • Minneapolis, Minn.
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(For more information from advertisers, use the postcard on page 65)

